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| **RSED 2000****Disability Awareness and Mentorship*****Fall 2022*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Instructor Information**Mrs. Lauren Ozment**Office: Foy 136C Lew00024@auburn.edu  |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number RSED 2000**

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| **Course Title** | **Disability Awareness and Mentorship**  |
| **Credit Hours** | 3 |
| **Course Meetings** | **Wednesday 9:00-11:50am** |
| **Prerequisites** | n/a |
| **Corequisites** | n/a |
| **Professor** | Mrs. Lauren Ozment |
| **Office Location** | Foy 136C |
| **Phone/E-mail** | lew0024@auburn.edu  |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** Updated August 2022
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students need reliable internet access to use libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course. Students are required to complete a series of trainings to become certified peer mentor. One of the trainings for the course, Stewards of Children Darkness to Light has a $10.00 fee that is the student’s responsibility.

## Course Description-This course will introduce students to an overview of disability disparities and addressing those disparities in society through awareness, advocacy, and mentorship. This course will prepare students to be inclusive future employers and supervisors by teaching universal design strategies, disability awareness, and etiquette. This course will also prepare students to be a certified peer mentor through completing a series of online trainings and discussions to engage with people who have disabilities on Auburn's campus. This course is required for all WINGS peer mentors with the EAGLES program and for those who apply to work as a counselor with the EAGLES Summer Program. *Students who complete the course and become a WINGS peer mentor with the EAGLES Program and complete at least 25 hours as a mentor have the opportunity to receive their Level 1 International Peer Educator Training Program Certification IPTPC (Formerly known as IMTPC) from the College of Reading and Learning Association (CRLA).*

CRLA has three purposes in establishing a certification process for peer educator training programs:

* Certification sets standards and guidelines for the minimum skills and training peer educators need to be successful.
* Certification also inspires peer educator trainers to go beyond minimum standards to create training programs that challenge peer educators to the highest level of expertise they can achieve.
* Certified training programs offer campus recognition and rewards for peer educators’ successful work by certifying peer educators trained to the standards of CRLA’s International Peer Educator Training Program Certification.

Certification communicates validity to critics, prestige among colleagues, and credibility to administrators and other institutional stakeholders.  The certification criteria provided by CRLA’s IPTPC can be used to develop a new program of peer educator training, revise an existing program, or expand a program into new areas of perceived need.  As with tutor certification, IPTPC is a "living" program: criteria are reviewed annually in light of professional input and new learning in the field.

**General Requirements:**

**There are four main requirements that all peer educator training programs must demonstrate:**

1. **Selection/Hiring** - Sound hiring and selection practices, ensuring you have content-knowledgeable trainees ready to take on the responsibility of peer educators.
2. **Training** - Planned training experience, which includes a minimum of 10 hours per level and uses a minimum number of our required training topics.
3. **Experience** - Peer educators experience directly with students for a minimum of 25 hours per level.
4. **Evaluation** - Regular evaluation by a knowledgeable and experienced evaluator.

**Selection:** GPA minimum, Recommendation on file, Interview. ***This requirement will be completed after the course as a part of the WINGS peer mento application process.***

**Training:** A minimum of 10 hours (at least 5 TIS), and 10 topics (selected from the chart below).

**Experience:** At least 25 hours of direct service to students that focus on exclusively job responsibilities for this specific role. ***These hours will be completed after the course as a part of the WINGS peer mentor program with EAGLES.***

**Evaluation:** At least one evaluation during the Level 1 training period.

**Documentation:**

* Detailed overview or complete syllabus for entire Level 1 training curriculum.
* All materials from two sample training sessions (selected by the applicant).
* A log that documents peer educators’ completion of training hours and topics (last names and ID numbers redacted).
* A log that documents at least 25 hours of direct service per peer educator (last names and ID numbers redacted).
* At least one sample trainee evaluation (last names and ID numbers redacted).
1. **Student Learning Outcomes:**

A. Demonstrate an awareness and understanding of the history of the disability rights movement, and applicable advocacy efforts.

B. Gain an understanding of the prevalence rates of those with disabilities, specifically intellectual disabilities in America and the global society.

C. Understand legislative mandates and applicable laws that prevent discrimination of those with disabilities and facilitate inclusion of people with disabilities in education, the workforce, and community

D. Understand strategies for including people with intellectual disabilities in the community, workforce, and independent living.

**Course Schedule:**

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| **DATE** | **CLASS** | **ASSIGNMENT Assigned** |
| 8/17 | Course Overview and Historical Perspective, Timeline and Disability Rights Movement | Pre-Test on CanvasSyllabus Agreement Quiz on Canvas Due by 9:00am August 24 |
| 8/24 | Peer Mentorship and Advocacy*CRLA Topics Covered: Role of a Peer Mentor and Peer mentor Do’s and Don’ts* |  |
| 8/31 | Guest Presenter: Dr. Christine Drew | Reflection 1 Assignment on Canvas Due by 9:00am September 7 |
| 9/7 | Mentoring Strategies *CRLA Topics covered: Modeling Problem Solving* |  |
| 9/14 | Disability Etiquette and Awareness*CRLA Topics Covered: Communication Styles and Educator Conversations*  | Disability Etiquette and Awareness Quiz on Canvas Due by 9:00am on July 21 |
| 9/21 | FERPA, Abuse Prevention, and Difference in High School and College, *CRLA Topics Covered: Compliance with Privacy Act (FERPA)*  | FERPA and Abuse Prevention Quiz on Canvas Due 9:00am September 28 |
| 9/28 | Inclusive Higher Education Programs | Stewards of Children Darkness to Light Certificate- Upload to Canvas Due by 9:00am October 5 (Excused for current WINGS peer mentors)  |
| 10/5 | Accommodations vs. Modifications (Education and Workforce) and Office of AccessibilityGuest Presenter: Barclay Bentley*CRLA Topics Covered; Learning Theories in Academic Support Services* |  |
| 10/12 | Overview of the EAGLES Program and WINGS Peer Mentors*CRLA Topics Covered: Administrative Policies, Record Keeping, and Reporting* | Driver Safety Training on Canvas Due by 9:00am October 19(Excused for current WINGS peer mentors) |
| 10/19 | Rounds Table with EAGLES and WINGSGuest Presenter: Dr. Jessica Milton |  |
| 10/26 | Round Table with Occupations in the field of serving Individuals with Disabilities | Reflection 2 Assignment on Canvas Due by 9:00am November 2*Optional for WINGS Peer mentor: Statement of Interest on Canvas and WINGS application Due*  |
| 11/2 | Barriers and Facilitators to Inclusion | Deans Certification Form Upload to Canvas Due by 9am November 9(Excused for current WINGS peer mentors) |
| 11/9 | *CRLA Topics Covered: Goal Setting and Planning* |  |
| 11/16 | Bystander Training and Peer Mentor Philosophy | Peer Mentor Philosophy, Bystander Training form, and Resume Upload to Canvas Due by 9:00am November 30 |
| 11/30 | Next Steps for getting involved as a peer mentor on campus*CRLA Topics Covered: Conducting a Successful Session**Optional: WINGS Interviews* | Post Test on Canvas-Completed in class Mock Peer Mentor Session-Completed in class |

1. **Course Requirements/Evaluation:**

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| **Assignment** | **Points** |
| **Pre and Post Test (2)** | **50 points each =100 points** |
| **Reflections (2)** | **5 pts each =10points** |
| **Syllabus Agreement and Quiz** | **10 points** |
| **Resume** | **20 points** |
| **Peer Mentor Philosophy** | **20 points** |
| **Trainings/ Quizzes (5)** | **50 points each =250 points** |
| **Driver Safety**  | **25 points** |
| **Participation** | **15 points (one point per class)** |
| **Mock Peer Mentor Session**  | **50 points** |
| **Total Points:** |  **500 points****A=450-500 points****B=400-449 points****C= 350-399 points****D= 300-349 points****F= 299 and below** |

**Assignments:**

**Pre-Test:** The pretest is a mixture of multiple-choice, short answer, and essay responses and will assess the student’s knowledge of content prior to learning the content in the course. The pre-test will also demonstrate to students what they will learn because of taking this course

**Syllabus Agreement Quiz:** This is a quiz that assesses the student’s understanding of the course syllabus and requires the student to sign a statement that states they agree to the policies and expectations outlined by the syllabus. The student and instructor will honor the policies and create a learning environment that is respectful and inclusive.

**Reflection Assignment Discussion #1:** This reflection assignment calls for students to reflect on the role of a peer mentor and state what they hope to instill in others a peer mentor. In addition, students will reflect on ableism and unpack their own biases when working with individuals with disabilities.

**Reflection Assignment Discussion #2: T**his reflection assignment calls for students to reflect on the occupation and career fields presented in class and which one best relates to their career interests.

**Disability Etiquette and Awareness Quiz:** Disability Etiquette Training helps individuals use more inclusive and appropriate language and behavior when interacting with individuals with disabilities. Disability Etiquette Training aims to teach individuals how to use language that avoids reducing individuals with disabilities to a series of labels, symptoms, or medical terms. Students learn how to become better aware of how their language regarding individuals with disabilities can make a difference.

**FERPA and Abuse Prevention Quiz** Auburn University is committed to providing a safe environment for learning, living, and working for all members of the community. Auburn University prohibits sexual assault, sexual exploitation, stalking, sexual harassment, and complicity. As such, employees and students must be committed to eliminating, preventing, and addressing these acts. This involves mandatory reporting of any harassment or abuse of Auburn University affiliates or community members. Peer mentors receive training to increase their knowledge of campus resources as well as to discuss the best course of action should harassment or abuse be disclosed to the peer mentor. In addition, peer mentors will learn about FERPA and how this relates to their role a peer mentor. Peer mentors will learn how to respond to questions regarding student’s work in an appropriate manner.

**Stewards of Children Darkness to Light Training:** Darkness to Light is a non-profit organization committed to empowering adults to prevent child sexual abuse. Stewards of Children is a course that assists in teaching individuals how to protect children from sexual abuse. The course features the stories of people who are survivors of child sexual abuse to educate individuals on how to provide a safe and protective environment for children. The survivors who lived through sexual abuse also share how they ultimately found healing and empowerment. The framework of the training is based on the foundation of the 5 Steps to Protecting Children. Additionally, experts provide information on how to confront and respond to abuse

**Dean's Certification Form**: In order to begin or continue involvement with the EAGLES program as a WINGS peer mentor, all mentors are required to allow us to secure a Dean’s Certification (or disciplinary clearance) as a verification of your student conduct record here at Auburn. This verification requires you to submit a signed form for us to submit and request your certification. The Dean’s Certification document is required with a handwritten signature. This authorizes that an Auburn University conduct officer may process the request. Please make sure to complete the form accurately as incomplete or inaccurate information will delay the processing of this document and your involvement with the program. To process a Dean’s Certification, we must have signed authorization from the actual student. You may upload this or complete it in person. Any information obtained from this process will be kept confidential.

**Green Dot Training:** The Green Dot strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. The goal is for these individuals to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities. By doing so, new norms will be introduced and those within their sphere of influence will be significantly influenced to move from the passive agreement that violence is wrong to active intervention.

**Driver Safety (3-year certification):**When driving on University business, drivers should be prepared for unexpected events like accidents and other emergencies. Learn how to be safer on the road through proper preparation, minor adjustments to driving habits, and the elimination of distractions. Auburn University has partnered with United Educators to provide online training to all faculty,staff, and volunteers.

**Resume:** Each Resume should contain the following elements in a preferred format: education; related professional experience including, but not limited to: volunteer experience, internships and/or employment; membership in professional organizations; honors, awards, or recognitions; research experience; and professional certifications and/or licenses.

**Mock Peer Mentor Session:** Students will participate in a mock peer mentor session to demonstrate an understanding of interacting with students in a per mentor role. Students will be given a scenario and have to model techniques learned in class to best support individuals with disabilities.

**Peer Mentor Philosophy:** Students will submit a statement that includes their peer mentor philosophy and understanding of the peer mentor role. The purpose of this assignment is to provide each student with “an elevator pitch” to advocate for peer mentorship and individuals with disabilities.

**Post-Test** The post-test is a mixture of multiple-choice, short answer, and essay responses and will assess the student’s knowledge of content after learning the content in the course. The post-test will also demonstrate to students what they learned because of taking this course and serve as a tool for the instructors to evaluate the content covered in the course

**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 a quality. Assignments must be turned in the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under the 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**: Arrangement to make up 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 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, 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 make-up 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).

**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 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.

**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

**COVID-19 Policy:** Auburn University continues to closely monitor the COVID-19 pandemic and, in consultation with state and federal officials, is making decisions with the health and safety of our students, faculty and staff as the top priority. Knowing the situation is a fluid one, Auburn University is continually providing updates as available regarding university operations. Please visit https://ocm.auburn.edu/news/coronavirus/regularly for the latest updates on Auburn University’s decisions regarding COVID-19.