|  |  |
| --- | --- |
| RSED 4920-010  Disability Empowerment  **Fall 2022-E4’s**  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Instructor:**  Mrs. Stephanie Willis |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number RSED 4910**

|  |  |
| --- | --- |
| **Course Title** | Disability Empowerment |
| **Credit Hours** | 3 credit hours |
| **Course Meetings** | Friday 8:30 to 9:30 a.m. Haley 1221 |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Professor** | Mrs. Stephanie Willis |
| **Office Location** | Foy 136-D |
| **Phone/E-mail** | [smw0123@auburn.edu](mailto:smw0123@auburn.edu) |
| **Office Hours** | By appointment |
|  | |

**Date Syllabus Prepared:** Updated July 2022

**Textbooks or Major Resources-** There are no required textbooks for this course. Students will have weekly opportunities to engage with the instructor as well as other students during face-to-face meetings. The use of Canvas to support student learning is used for this class. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

**Course Description-** In this course, students will develop a sense of empowerment through their understanding of concepts of self-determination, self-advocacy, and disability rights. They will also learn strategies for making informed decisions for employment and living independently.

**Student Learning Outcomes:**

1. Students will develop a sense of empowerment through demonstrating self-advocacy by identifying their disability and accommodations/modifications needed to be successful in a post-secondary college setting.
2. Students will engage in effective communication skills by emailing their parents a weekly update of their progress across all five domains in the EAGLES program including: Academics, Employment, Independent Living, Personal/Social Skills, and Health and Wellness.
3. Students will learn how to make informed decisions while living independently through application-based activities taught throughout the semester.

**Work-based Learning Experience-** Student will participate in work-based learning opportunities to learn transferrable job skills to help the student be successful in gaining and maintaining employment post EAGLES program.

**The work-based learning experience is:**

1. First Year EAGLES students: 75-100 hours at an approved site or sites.
2. Second Year EAGLES Students: 100-125 hours at an approved site or sites.
3. Third Year EAGLES Students: 125-150 hours at an approved site or sites.
4. Fourth Year EAGLES Students: 175-200 hours at an approved site or sites.

**Course Requirements/Evaluation.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability Empowerment – E4’s Fall 2022** | | | |
| **WEEK** | **DATE** | **TOPIC** | **ASSIGNMENTS** |
| Week  1 | 8/19 | Introduction to Course, Syllabus, and Expectations | * Work Log Assigned * Journal Reflection Assigned   **\*All assignments due Monday, August 22 by 9 pm** |
| Week  2 | 8/26 |  | * Work Log Assigned * Journal Reflection Assigned   **\*All assignments due Monday, August 29 by 9 pm** |
| Week  3 | 9/2 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, September 5 by 9 pm** |
| Week  4 | 9/9 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, September 12 by 9 pm** |
| Week  5 | 9/16 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, September 19 by 9 pm** |
| Week  6 | 9/23 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, September 26 by 9 pm** |
| Week  7 | 9/30 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, October 3 by 9 pm** |
| Week  8 | 10/7 | NO CLASS FALL BREAK |  |
| Week  9 | 10/14 |  | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, October 17 by 9pm** |
| Week  10 | 10/21 | Update Resumes and Cover Letters | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, October 24 by 9 pm**  **Updated Resume and Cover Letter due Friday, October 28 by 9pm** |
| Week  11 | 10/28 | Course Overviews | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, October 31 by 9 pm**  **Course Overviews due Friday, November 4 by 9 pm** |
| Week  12 | 11/4 | Course Domains | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, November 7 by 9 pm**  **Course Domains due Friday, November 11 by 9 pm** |
| Week  13 | 11/11 | Moments to Remember | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, November 14 by 9 pm**  **Moments to Remember due Friday, November 18 by 9 pm** |
| Week 14 | 11/18 | Practice LIFT Plans | * Work Log Assigned * Journal Reflection Assigned * Weekly Updates and Email Assigned   **\*All assignments due Monday, November 21 by 9pm** |
| Week 15 | 11/25 | NO CLASS-Thanksgiving Break |  |
| Week 16 | 12/2 | Class Celebration |  |

**Assignments & Projects:**

**Journal Reflections:** Students will complete journal reflections each week to reflect on all five domains of the EAGLES program; Academics, Employment, Independent Living, Personal/Social and Health and Wellness. Students will inform their cohort coordinator of how they are doing both academically, as well as mentally on various topics throughout the year.

**Work Logs:** Students will complete a weekly work log to document how many hours they worked at each jobsite throughout the week. Students will also provide a statement on how work went for the week as a way to self-monitor progress at their jobsite.

**Weekly Programmatic Updates:** Students will compile feedback and updates from each of the five donations: Academics, Employment, Independent Living, Personal/Social Skills, and Health and Wellness. Students will then collaborate with their instruction coordinator to send a weekly email to their parents and or/guardians to share their progress across all program areas.

**Life Instruction to Facilitate Transition (LIFT) Plans:** Students will create individual LIFT Plans at the end of each semester. This student-centered planning tool guides EAGLES students by a) helping them outline goals, strengths, and skill areas that need development, and (b) identifying needed supports such as WINGS, as they matriculate through the program. ​Additionally, the LIFT plans guide program staff on how to best meet the EAGLES students’ individual needs, wants, and desires for their college experience.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Points** | **Grading Scale** |
| Journal Reflections | 150 | A  90% - 100% |
| Work Logs | 150 | B  80% - 89% |
| Weekly Updates | 150 | C  70%-79% |
| LIFT Plan | 100 | D  60%-69% |
| Attendance | 100 | F  59% and below |
| Total Possible: | 650 |  |

**Class Policy Statements.**

**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 for more information on excused absences,

<http://www.auburn.edu/student_info/student_policies/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) 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, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**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 Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses 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. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. 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 by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**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.

**Accommodations for Students with Disabilities.** 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).

**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.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F:\05-SPRING%2018\auburn.edu\studentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**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, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. 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; and
  + Model and nurture intellectual vitality.