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| **RSED 4910/20****EAGLES Program****Disability Empowerment*****Spring 2024*****- - - - - - - - - -****Department of Special Education, Rehabilitation, and Counseling****College of Education****- - - - - - - - - -**Instructor Information**Dr. Jessica Milton**Office: Foy 136B jessicamilton@auburn.edu  |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number RSED 4910**

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| **Course Title** | **Disability Empowerment**  |
| **Credit Hours** | 3 Credit Hours |
| **Course Meetings** | Friday, 9:00 – 9:50 and 11:00 – 11:50, Foy 136K |
| **Prerequisites** | Departmental approval |
| **Corequisites** | N/A  |
| **Professor** | Dr. Jessica Milton  |
| **Office Location** | Foy 136B |
| **Phone/E-mail** | jessicamilton@auburn.edu  |
| **Office Hours**  | By appointment  |
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1. **Date Syllabus Prepared:** Updated January 2024
2. **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.
3. **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.

**Course Requirements/Evaluation.**

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| **Class** | **Date** | **Topic** | **Assignments** |
| Week1 | 01/12 | Introduction to Course, Syllabus, and Expectations | * Journal Reflection due Monday by 9:00pm
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| Week2 | 01/19 | Fire Station #1 Visit  | * Guided Notes in class
* Journal Reflection due Monday by 9:00pm
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| Week3 | 01/26 | Adding events to Equip  | * Guided Notes in class
* Journal Reflection due Monday by 9:00pm
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| Week4 | 02/02 | SGA Campaign Speaker  | * Guided Notes in class
* Journal Reflection due Monday by 9:00pm
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| Week5 | 02/09 | Mock Interviews  | * Speaker Reflection Due
* Journal Reflection due Monday by 9:00pm
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| Week6 | 02/16 | Disability Rights | * Speaker Reflection Due
* Journal Reflection due Monday by 9:00pm
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| Week7 | 02/23 | Artificial Intelligence  | * Journal Reflection due Monday by 9:00pm
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| Week8 | 03/01 | Provost Office  | * Journal Reflection due Monday by 9:00pm
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| Week9 | 03/08 | **No class – Spring Break** |
| Week10 | 03/15 | Satisfactory Performance Indicators – Self-Reflection & Goal Setting  | * Journal Reflection due Monday by 9:00pm
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| Week11 | 03/22 | Spring Preview Day  | * Journal Reflection due Monday by 9:00pm

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| Week12 | 03/29 | **LIFT PowerPoint** – Intro Pages  | * Journal Reflection due Monday by 9:00pm
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| Week13 | 04/05 | **LIFT PowerPoint –** Academics & Employment, Independent Living | * Journal Reflection due Monday by 9:00pm
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| Week 14 | 04/12 | **LIFT PowerPoint –** Health & Wellness, Personal & Social  | * Journal Reflection due Monday by 9:00pm
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| Week 15 | 04/19 | **LIFT PowerPoint –** Class Presentations  | * Journal Reflection due Monday by 9:00pm
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| Week 16 | 04/26 | Breakfast at the Edge |

1. **Course Requirements/Evaluation**
* **Attendance:** Students are required and expected to attend all classes unless they have an approved University excuse. After the third unexcused absence, there will be a 3% meeting, and parent/guardian will be informed. Attendance is required for satisfactory academic performance.
* **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 advocating to make up missed work. Participation is required for satisfactory academic performance.
* **Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. If you are more than 10 minutes late you will be marked as an unexcused absence. After the third unexcused tardy, there will be a 3%  meeting. Being on time for class is required for satisfactory academic performance.
* **Guided Notes:** Students will complete guided notes for each lecture to check for understanding and to guide students through each presentation. Students will complete fill in the blank notes with key concepts from each lecture.

**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 and mentally on various topics throughout the year.
* **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.

**Class Policy Statements:**

**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).

* Students are responsible for advocating for extended time and accommodations in advance prior to the set due date for the assignment. (It is best practice to advocate at least one week in advance.) Extended time will not be granted after a missed due date.

**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

**Notice of Non-Discrimination:** Diversity, equity, inclusion and social justice are important values at Auburn University. Auburn University prohibits harassment and discrimination based on the following protected classes: race, color, sexual orientation, gender identity and gender expression, age, religion, national origin, disability, and veteran status. Auburn University does not discriminate on the basis of race, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, religion, disability, protected veteran status, genetic information, or age in its programs and activities. A bias incident is a non-criminal harassing or discriminatory act that is reasonably believed to be motivated by someone’s actual or perceived protected class status. Examples of bias-related incidents include epithets, slurs, negative stereotyping, damage to property, theft, physical violence and sexual assault. The Bias Education and Response Team, or BERT, housed under the Auburn University Division of Student Affairs, consists of a cross-disciplinary group of Auburn University staff who will ensure that students have a means to report bias incidents and receive information concerning prevention and awareness resources. A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>