Instructor:
Dr. Andrea Ruppar
Assistant Professor of Special Education
Rehabilitation Psychology and Special Education

Office: RPSE 1000 Bascom Mall, Room 440
Email: ruppar@wisc.edu
Office Phone: (608) 263-5791
Office hours: By appointment

Course Description

In this class, we will examine and critically evaluate historical and contemporary trends and issues as they pertain to persons with severe disabilities (i.e., severe intellectual disabilities, multiple disabilities, and autism spectrum disorders). I have selected a series of readings and experiences that will provide us with the opportunity to discuss (a) an overview of the field of severe disabilities, (b) historical trends and current directions in curriculum design for students with severe disabilities, and (c) valued outcomes for persons with severe disabilities. Videos, field trips, and guest speakers will supplement the assigned readings, class discussions and undertaking a literature review on a topic of your own choosing. This course will create opportunities for you to learn about and thoughtfully debate critical issues in severe disabilities, and to actively reflect on your own professional stance in regards to contemporary issues that challenge our field.
Required Texts


Assignments

Discussion Participation (10 points each week x 10 weeks = 100 points). An important aspect of this seminar class is rich, nuanced, and detailed discussion of issues that are critically important in the lives of people with severe disabilities. Sufficient preparation is necessary to adequately participate in these discussions. Prior to each class, you will prepare a “Compass Points Discussion Guide” on the assigned readings to guide critical reflection on the topics. You will bring a printed copy of your discussion guide to class, and each class session will include a time for small-group discussion. During your small group discussions, you will discuss the components of the discussion guide and determine one remaining question to ask the larger group. You must be present in class to earn points for your discussion guide. Your discussion participation grade will be based on completion of the discussion guide as well as your contributions in class.

Finally, each student will be held to the following professionalism expectations:
• Be respectful of the instructor and other students in your actions within and outside of the classroom.
• Prepare for class in advance and thoroughly.
• Use person-first language (e.g., boy with autism, child with schizophrenia, woman with intellectual disability) when speaking about persons with disabilities.
• Be prompt on meeting scheduled times (arrive to class on time, meet assignment deadlines).
• Refrain from engaging in off-topic, side conversations.
• Use technology to facilitate and not hinder classroom instruction (turn off cell phones, no texting, do not use laptop computers during class time for social networking sites, email, surfing the Internet, or completing other coursework).
• Assist the instructor by indicating understanding or lack thereof of a concept, assignment, etc.

Case study assignment (100 points total). A three-part case study assignment (Interview, Critical Analysis, and Dream a Future) will be assigned. See the assignment description for details about this assignment.

Course Requirements and Grading

Attendance: Attendance at class is not mandatory, but you will find that the grading structure of this class is arranged to reinforce your attendance. However, life (e.g., illness and family...
emergencies) can coincide with class. There is no need to provide documentation or a description of the illness or emergency, but do let me know by email if circumstances require you to miss more than one class so that we can discuss the consequences on your grade. It is the student’s responsibility to arrange for a colleague to take notes and collect any handouts provided for any missed classes. Regarding absences due to observation of religious holy days, official Wisconsin state law and UW-Madison policy is that students may request another way to fulfill academic requirements, including class attendance, when academic requirements conflict with a religious observance. **Should you need to miss class due to a religious observance, please notify me by email of the specific days or dates on which you request relief within the first two weeks of class.**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total = 200</strong></td>
<td></td>
</tr>
</tbody>
</table>

Your final grade will be determined by the number of points earned out of 200 possible points. You must complete all assignments to receive a passing grade in this course.

*Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison grading that defines letter grades as following: A (excellent); AB (intermediate grade) B (good); BC (intermediate grade); C (fair); D (poor); F (failure).*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Required for Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (excellent)</td>
<td>93%</td>
</tr>
<tr>
<td>AB</td>
<td>88%</td>
</tr>
<tr>
<td>B (good)</td>
<td>83%</td>
</tr>
<tr>
<td>BC</td>
<td>78%</td>
</tr>
<tr>
<td>C (fair)</td>
<td>73%</td>
</tr>
<tr>
<td>D (poor)</td>
<td>68%</td>
</tr>
<tr>
<td>F</td>
<td>67% and below</td>
</tr>
</tbody>
</table>

**Policies**

*Formatting of Assignments.* All written assignments must be typed, double-spaced, in 12-point Times New Roman font, and with 1-inch margins. Headings should be single-spaced and no more than three lines total. Failure to adhere to these guidelines will result in a deduction of points.

*Students with Special Needs.* The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison
McBurney Disability Resource Center. Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone (608-263-2741), email (mcburney@wisc.studentlife.edu), fax (608-265-2998), voice, 711 Relay, or text (608-225-7956). See the McBurney Disability Resource Center website for more information: www.mcburney.wisc.edu.

Incompletes. The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) Quality of work in class until near end of semester is $\geq C$-and student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control, (b) In the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F, and (c) The deadline for completion of an incomplete is by the end of the fourth week of the following semester.

Academic Honesty. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment,

Changes to Syllabus. The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

Use of Learn at UW. This seminar uses Learn@UW to distribute course materials, and to communicate and collaborate online. Students can use their NetID and password to log on the Learn@UW course site (https://uwmad.courses.wisconsin.edu). Students will be responsible for checking the Learn@UW course site regularly for class assignments and materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or http://www.doit.wisc.edu/students/. As with all computer systems, there are occasional disruptions to Learn@UW. Scheduled downtimes are not an excuse for late work.

Late assignments. ALL assignments must be completed and turned in when DUE. Whenever possible, I will remind students of coming deadlines. However, it is entirely the student’s responsibility to ensure timely completion and submission of course requirements and assignments. Assignments turned in late are subject to a penalty of a full letter grade (approximately 20%) for each day they are late. For instance, if you turn in an assignment one day late, the highest grade you can receive on that assignment is a "B". Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify me in writing prior to the assignment deadline. Technological difficulties on the due date
will not be considered an extenuating circumstance, so please plan the completion of your assignments accordingly.

**Course Schedule**

**9/12/17**

**Introduction to the Course**

**9/19/17**

**Historical Perspectives, Attitudes and Service Provision for Persons with Severe Disabilities**

*E & FP* Chapter 1: Disability in the 21st Century  
*RR*: Chapter 2: Labeling and the Disability Industrial Complex  

**Trends in Education**

**9/26/17**

**Lou Brown and the Foundations of the Field**

**10/3/17**

**Curricular Trends**

*E & FP* Chapter 11  

10/10/17
Inclusive Schooling
Field Trip (tentative): Columbus High School

E & FP Chapter 8


10/17/17
Positive Behavior Supports & Human Rights
E & FP Chapter 6
RR 4


10/24/17
Enhancing Social Networks, Improving Social Skills, and Relationships
E & FP: Chapter 10


10/31/17
Communication & Literacy
E & FP Chapter 9


**Valued Outcomes**

11/6/16

*Employment*

**Field Trip: Project SEARCH**

_E & FP_ Chapter 13

_RR_ Chapter 7: People need jobs, not day programs

Project SEARCH video: https://www.youtube.com/watch?v=nSfGDsjOTFk

11/14/17

*Self-Determination*

**Field Trip: Cutting EDGE Program**

_E & FP_ Chapter 5

_RR_ Chapter 9: Supporting Self-determined lives, one person at a time


11/21/17

**Online institutionalization discussion**

_RR_: Chapter 1: One Toothbrush: Institutional Life


_E & FP_ Chapter 15


11/28/17

**Institutionalization and Community Living**

**Field Trip: Central Wisconsin Center**

**Guest: Alice Udvari-Solner**

_RR_ Chapter 8: People need homes, not Residential Facilities

_RR_ Chapter 3: Once Segregated, Hard to Leave


O'Brien, J. (1994). Down stairs that are never your own: Supporting people with developmental disabilities in their own homes. _Mental Retardation, 32_, 1-6.

12/5/17
Recreation and Leisure