## EEX 3093--Exceptional People: School and Society
### Spring 2015

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*Spring 2015 Course Calendar*
Face to face class meetings are on Thursdays in Carleton Auditorium for the two-hour block (7-8th periods).

We will also meet face to face on (only) two Tuesdays during the semester, Jan 6 and Apr 21.

Course site: [www.online.education.ufl.edu](http://www.online.education.ufl.edu). Links to websites and/or video clips, as well as videos and power points presentations are posted. If you have difficulty opening a video, it may be the browser you use. Internet Explorer and Mozilla Firefox have worked well in past semesters. Contact the help desk at the College of Education for technical advice if you need assistance helpdesk@coe.ufl.edu

<table>
<thead>
<tr>
<th>Week</th>
<th>TUESDAYS ONLINE ASSIGNMENTS (exceptions-Jan 6th and Apr 21 are face to face in Carleton Auditorium)</th>
<th>THURSDAYS CARLETON AUD. Thursdays only</th>
<th>ASSIGNMENTS DUE and additional information for Thursday classes in Carleton Auditorium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6-Carleton Introduction to class Buy the syllabus/course packet at Target Copy on University Avenue ($10). Bring to class on Jan 8.</td>
<td>Jan 8-Carleton Overview of syllabus and volunteering requirement TA meeting</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Jan 13-online Review Models and Terms power point on course site | Jan 15 Presentation-Models and Terms:  
  * Three Questions  
  * Not Your Inspiration  
  * I’ve got 99 problems- palsy is just one of them |  |
<p>| 3    | Jan 20-online Review ADA power point on course site | Jan 22-Carleton Meet your TAs Presentation: Americans with Disabilities Act (ADA) Presentation: ADA video Disability &amp; the Law—Leveling the | Honor Code/ Syllabus Agreement (5 pts) and Photo Consent (5 pts) due Paper 1-Syllabus (40 pts) due to your TAs. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Jan 27-online</td>
<td>Print out Through Deaf Eyes Video Guide for Jan 29</td>
<td>Jan 29-Carleton Introduction: Deaf and Hard of Hearing Presentation: Through Deaf Eyes video Captain Valor Paper 2-Legal Aspects (40 pts) due</td>
</tr>
<tr>
<td>5</td>
<td>Feb 3-online</td>
<td>View Signing to Her Parents video Clip</td>
<td>Feb 5-Carleton Finger Spelling Activity Presentation: ASL power point American Sign Language Activity (Food and Drink) Presentation: Gallaudet video Presentation: Sign4Me, ASL University, ASLpro.com TA Meeting Volunteer Verification Form (20 pts) due</td>
</tr>
<tr>
<td>5 (cont)</td>
<td>Feb 10-online</td>
<td>Review Vision power point View Guide Horse video clip View Design for the Blind video clip</td>
<td>Feb 12-Carleton Students A-K ONLY Presentation: Vision power point Video: What To Do When You Meet a Blind Person Activity 1-Blind Walk Test 1 Preview Feb 12 class for students with last names A-K ONLY ACTIVITY 1 Blind Walk-50 pts completed in class Sign in and out with your TAs.</td>
</tr>
<tr>
<td>6</td>
<td>Feb 17-online</td>
<td>Review Vision power point View Guide Horse video clip View Design for the Blind video clip</td>
<td>Feb 19-Carleton Students L-Z ONLY Presentation: Vision power point Presentation: What To Do When You Meet a Blind Person video Feb 19 class for students with last names L-Z ONLY ACTIVITY 1 Blind Walk-50 pts completed in class Sign in and out with your TAs.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Notes</td>
<td>Activity 1-Blind Walk Test 1 Preview</td>
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<tr>
<td>8</td>
<td>Feb 24-on</td>
<td>Review all presentations, power points, ASL signs and videos for test 1</td>
<td>Feb 26-Carleton TEST 1</td>
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<tr>
<td></td>
<td>line</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Mar 3</td>
<td>Spring Break</td>
<td>Mar 5 Spring Break</td>
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<tr>
<td>10</td>
<td>Mar 10-on</td>
<td>Read About 4 Organizations:</td>
<td>Mar 12-Carleton Presentation: Physical Aspects power point</td>
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<tr>
<td></td>
<td>line</td>
<td>1. The Gimp Project</td>
<td>Presentation: 30 Days in a Wheel chair video</td>
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<td>2. Mouth and Foot Artists</td>
<td>ASL</td>
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<td>3. National Theater of the Deaf</td>
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<td>4. US Paralympics</td>
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<td>Read article: <em>Ragged Edge Article for Paper</em></td>
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<td></td>
<td>You will need these resources for Paper 3.</td>
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<tr>
<td></td>
<td>line</td>
<td>1.6 Stereotypes</td>
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<td>2. Easter Seals: Myths and Facts</td>
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<td></td>
<td>3. Common Myths and Misconceptions</td>
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<tr>
<td></td>
<td></td>
<td>View Armless Man video clip</td>
<td></td>
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<td></td>
<td>View Crutch video Bill Shannon</td>
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<td></td>
<td></td>
<td>You will need these articles and video clips for Paper 4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar 24-on</td>
<td></td>
<td>Mar 26-Carleton</td>
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<tr>
<td></td>
<td>line</td>
<td></td>
<td>Video: Deka Arm</td>
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</table>

**TEST 1 (250 pts)**

- **Group A-K (2:00-2:45)**
- **Group L-Z (3:00-3:45)**

Test will cover all material presented in class and online to date.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| 13    | Mar 31-online                                                            | Read: Fortune Magazine *Overcoming Dyslexia*  
Read: *Studio/dyslexie font*  
View: *Misunderstoodminds/attention* *Misunderstoodminds/reading*  
You will need these resources for Paper 5  |
| 14    | Apr 7-online                                                             | Apr 9-Carleton Presentation: GA ASL Review Presentation: *How to Talk to a Person with Disabilities* video  
Test 2 Preview  |
| 15    | Apr 14-online                                                            | Apr 16  
**TEST 2**  
Test 2 will cover all material presented in class and online after test 1.  |
| 16    | Apr 21-Carleton                                                          | Apr 23  
TA Workday  
Norman 360  
10 AM-3 PM  |

**Volunteer Evaluation (100 pts)** will be added to your course total when received.
EEX 3093—Exceptional People: School & Society

Spring 2015 Syllabus and Course Packet

Course Site: [www.online.education.ufl.edu](http://www.online.education.ufl.edu)

Class Meeting Times: Scheduled for Tuesdays, 7th period and Thursdays, 7-8th periods, in Carleton Auditorium. See course calendar for breakdown of class meeting dates.

Instructor: Dr. Mary Ann Nelson
Office: Norman Hall 1410
Office Hours: Thursdays, before and after class or by appointment
Phone: 352 273 4267
Fax: 352 392 2655
Snail Mail: PO Box 117050, Norman 1403, Gainesville, FL 32611
Email: nelsonma@coe.ufl.edu

Graduate Assistant (GA): Brittany Thomas
Office: 360 Norman Hall
Email: expeople@coe.ufl.edu

Teaching Assistants (TAs)
Office: 360 Norman Hall
Text: Syllabus/Course Packet is available at Target Copy on University Avenue ($10).
Readings: links to articles and websites required for written assignments are located on the course site
Videos: links to videos are located on the course site
Presentations: power point presentations are located on the course site

Class Procedures: You will be assigned to a group that is directed by two TAs. The TAs have already successfully completed the course. TAs oversee student participation in class activities (field analyses), collect/grade student papers, collect/grade all required forms, and administer/grade tests.
TAs use rubrics to grade written assignments. Rubrics are located in the directions for written assignments.
TAs are assigned rows in the auditorium and attend every class. You do not have to sit with your TAs for general class meetings, but you need to turn in your written assignments and required paperwork to them (only). For activities and tests, students must sign in/out and participate with their TAs.
TAs will assign you a number to use on all papers, forms, and tests. You will lose 5 points if you do not write or type your number on all paperwork for the course.
Students with Disabilities: If you are requesting accommodations for a disability, please email me directly during the first two weeks of class to make an appointment to discuss accommodations. A letter from the DRC is required. For additional information: http://www.ufl.edu/disability/

Course Description: EEX 3093 is a disability studies course. Disability studies is both interdisciplinary and multi-disciplinary. Scholarship from disciplines such as history, sociology, literature, political science, law, policy studies, economics, cultural studies, anthropology, geography, philosophy, theology, gender studies, communications and media studies, architecture, and the arts inform disability studies. Disability studies investigates a diverse group of people who have varied experiences and perspectives but share one common attribute—that persons without disabilities view them as different.

In this course, students will be introduced to 4 disciplines that contribute to disability studies: From the legal discipline, students will identify and analyze the impacts of legislation and policies that affect persons with disabilities across multiple areas of our society: education, employment, the arts, sports, recreation, and housing. From the medical discipline, students will identify and analyze how the diagnosis and treatment paradigm impacts the lives of persons with disabilities. From the rehabilitation discipline, students will compare and contrast how the reintegration/inclusion paradigm affects treatment of persons with disabilities. From the sociology discipline, students will investigate and analyze models of disability. Students will investigate how societal expectations, as well as their own knowledge and experiences, affect their perceptions and treatment of persons with disabilities.

In addition, students will investigate varied perspectives from the disability community regarding the nature of disability and our society’s perceptions, expectations and treatment of persons with disabilities. Students will compare and contrast individual perspectives as well as perspectives from disability advocacy groups.

The course offers students the opportunity to develop appropriate social and communication skills when working with persons with disabilities. In addition, students will investigate advances in technology that enable persons with disabilities to lead more independent lives. Students will demonstrate comprehension of the goals and objectives of organizations and companies that advocate for acceptance, inclusion and employment of persons with disabilities in our society.

The course requires that students work with or assist an individual (or group of people) who is/are significantly different from themselves for a minimum of 20 hours during the semester. In past semesters, 90% of students volunteer with persons with physical, cognitive or learning disabilities, the homeless, persons with medical issues, and persons in poverty.

Objective and short answer tests will measure knowledge of factual information for each course topic. There are written assignments and field analyses that require students to use critical thinking skills to effectively summarize, analyze and justify conclusions about the issues that affect acceptance and treatment of persons with disabilities as it relates to the legal, medical, rehabilitative and sociological disciplines that contribute to disability studies.

EEX 3093 fulfills S and D codes for general education credit.
For additional information on general education courses: https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx
EEX 3093 is one of 5 required courses for the Disabilities in Society minor.
EEX 3093 course content includes overview and background lectures and presentations, field analyses, Internet readings/assignments, guest speakers with disabilities, written assignments, 2 tests, and a 20 hour volunteer project.

### General Education Student Learning Outcomes

<table>
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<tr>
<th>D</th>
<th>Diversity</th>
<th>Assessment of Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Know the roles of social structure and status of persons with disabilities within the United States. Students will define disability categories, state the prevalence and define the culture of specific disability groups in our society</td>
<td>Tests 1 and 2</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Analyze and evaluate their own cultural norms and values in relation to those of persons with disabilities. Students will compare and contrast their perceptions of persons with disabilities with information presented through course content, speakers with disabilities and a direct experience with persons significantly different from themselves.</td>
<td>Written Assignments Volunteer Project Analysis</td>
</tr>
<tr>
<td></td>
<td>Identify, evaluate and compare their own social status, opportunities and constraints with persons with disabilities. Students will compare and contrast their perceptions of persons significantly different from themselves through an evaluation of a 20 hour volunteer service project.</td>
<td>Volunteer Project Analysis</td>
</tr>
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<thead>
<tr>
<th>S</th>
<th>Social and Behavioral Sciences</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Know key themes, principles, and terminology within disability studies. Students will define terminology associated with disability studies, models of disability, disability categories, definitions, aspects of disability culture, and appropriate social and work skills associated with persons with disabilities.</td>
<td>Tests 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Know the history, theory, and/or methodologies used within disability studies. Students will describe the history our society’s treatment of persons with disabilities and will describe the characteristics of multiple models of disability.</td>
<td>Tests 1 and 2 Written Assignments</td>
</tr>
<tr>
<td></td>
<td>Identify, describe and explain social institutions, structures, and processes within disability studies. Students will research and evaluate the goals, objectives and programs for persons with disabilities in the arts, entertainment and sports in our society.</td>
<td>Written Assignments</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about persons with disabilities. Students will apply quantitative analysis to assess interaction of environment on persons with disabilities in two field analyses. Students will apply qualitative analysis to write a legal brief about a recent Supreme Court decision on discrimination under ADA.</td>
<td>Field Analyses Written Assignments</td>
</tr>
</tbody>
</table>
Assess and analyze ethical perspectives in individual and societal decisions about persons with sensory, cognitive and physical disabilities

Students will investigate and analyze recent legal decisions, the contributions of advocacy groups, recent advances in technology and medical treatment for persons with disabilities. Students will distinguish between appropriate and inappropriate social and work etiquette with persons with disabilities.

Written Assignments
Test 2

Communication

Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disability studies, individually and in groups

Students will demonstrate finger spelling and 60 ASL signs. Students will use grading rubrics as a resource to produce written assignments that are thorough in content and are written with correct structure, grammar, and spelling.

Written Assignments
Tests 1 and 2
Grading Rubrics

Course Requirements and Class Demeanor Expected by Instructor:

1. You are expected to attend class, learn the names and locations of your TAs, participate in class activities and buy the syllabus/course packet.
2. There will be 2 tests, 2 activities, 5 papers, and a 20 hour volunteer requirement to successfully complete the course. The 20 hour volunteer project requires you to have a direct experience with a person or persons significantly different from you.
3. You must be present in class to receive points for the activities and to turn in your written assignments and required paperwork. We do not accept emailed papers, late papers, nor do we accept papers that you have given to a friend to turn in.
4. Turn your cell phones off. Do not take out cell phones during testing, even if you have finished the test.
5. Students who disrupt the learning environment with excessive or loud conversations will be asked to leave. Repeated disruptions will be considered a code of conduct offense and the instructor will report the offense to the Office of Conflict and Resolution in the Dean of Students Office.
6. You must sign in/out with your TAs for activities and tests. You may be asked to sign out with them as well.
7. The course calendar is subject to change. All changes and necessary information will be announced in class, as well as sent to your UF email account.

Honesty Policy: UF students are bound by the Honor Pledge. The Honor Pledge is found on the honor code/syllabus agreement in the syllabus. Students are required to sign and date the honor code/syllabus agreement and turn it into their TAs (see course calendar for due date). The honor code can be found at [http://www.dso.ufl.edu/sccr/process/student-conduct-honor code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor code/) and specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to the appropriate personnel. If you have any questions or concerns, please consult with the instructor, GA or TAs in this class.

Additional Support for Students: Phone numbers and contact sites for university counseling services and mental health services can be found at [http://www.counseling.ufl.edu/cwc/default.aspx. 392-1575](http://www.counseling.ufl.edu/cwc/default.aspx. 392-1575)
University Police 392-1111 or 9-1-1 for emergencies

Course Grade: Your grade will be determined as follows:

- 2 tests @ 250 pts = 500 points
- 2 activities @ 50 pts = 100 points
- 5 Written Assignments @ 40 pts = 200 points
- Volunteer Service Project
  - Volunteer Verification Form 20 pts
  - Volunteer Log Form 40 pts
  - Volunteer Analysis Form 40 pts
  - Volunteer Evaluation Form 100 pts
- Honor Code/Syllabus Agreement Form = 5 points
- Photo Consent Form = 5 points

TOTAL = 1010 points

Due dates for all assignments, activities and required paperwork are listed on the course calendar.

Your course grade will be based on the total points earned. The course grade may be an E if the volunteer evaluation form is not received by the time grades are posted. If a student does not complete his/her volunteer service project hours by the due date (see course calendar), then the course grade will be an E.

The pass/fail option is not available for this course.

Grading Scale: The following scale is used for course grade:

A 920-1010  A- 900-919  B+ 880-899  B 820-879  B- 800-819
C+ 780-799  C 720-779  C- 700-719  D+ 680-699  D 620-679
E 599 and below

Student Concerns About a Grade on an Assignment, Activity or Test: If you have a question about, or if you disagree with a grade, please contact the graduate assistant or Dr. Nelson.

For additional information: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Class Attendance and Make Up Work: Requirements for class attendance and make-up tests, assignments and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused Absences When You Miss Written Assignments, Activities or Tests:
The following are considered excused absences:

1. Observance of a Religious Holiday (no documentation required). Contact the GA ahead of the date. Submit late paper the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.
2. Illness or Doctor’s Appointment (documentation required). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

3. Death in the Family (documentation required). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

4. Medical condition or disability that prevents you from attending (documentation required). Contact the GA before class begins. Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

5. Job Interview (documentation required). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

6. Test Session (documentation required). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

7. Legal or Court Appearance (documentation required). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

8. Personal trips (documentation that shows tickets were bought before the semester began). Submit late paper with documentation attached to the GA the following class meeting. Dates for activity make ups and test make ups are listed on the course calendar.

If you need to discuss an absence not covered by this list, please contact Dr. Nelson BEFORE the absence: nelsonma@coe.ufl.edu or 352 273 4267.

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluation.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluation.ufl.edu/results.

Course Topics: The purpose of the course is to present an overview of the complex and diverse needs of the disability community through investigations within the following topics:
1. The Demographics of the Disability Community

2. Influences, Contributions, Perspectives and Policies from the disciplines of Sociology, Medicine, Rehabilitation and Law

3. Models of Disability—6 Models of Disability
   The relationship between the model and how our society views disability and treatment of persons with disabilities

4. The American with Disabilities Act (ADAAA)
   Emphasis on major decisions and recent court cases involving physical access, transportation, employment, housing, and communication

5. Stereotyping, Prejudice, Discrimination
   The English Language, the legal language of the ADA, and the use of language as it pertains to disability from the perspectives of the disability community

6. Myths and Facts Associated with Disabilities
   Historical, educational and social treatment of persons with disabilities in the United States

7. Disability Categories
   Characteristics, diagnostics, prevalence, as well as the historical, educational and social treatment of persons in the United States with the following disabilities:
   - Visual Impairments/Blindness
   - Hard of Hearing/Deaf
   - Physical Disabilities
     - Muscular Dystrophy, Multiple Sclerosis, Paraplegia, Quadriplegia, Cystic Fibrosis
     - Learning Disabilities: reading and math
     - Autism
     - Intellectual Disabilities (mental retardation, Down Syndrome)

8. Communication: Finger Spelling, American Sign Language, Signed English
   Social/Workplace Etiquette

9. Technology for Inclusion and Assistance
   Low and high tech assistive technologies
   Apps for persons with disabilities

10. Advocacy—Local, State and National Organizations
    Programs and Initiatives in the areas of Arts, Entertainment, Recreation and Sports

11. Resources: Publications and Clearinghouses designed for persons with disabilities
12. Corporate Initiatives for Employment

**TESTS:** There are two tests (250 points each). Test dates are listed on the course calendar. Each test will consist of fill in the blank, true/false, multiple choice, or short answer items. Each test covers course content presented in class, from online resources and from videos. Make up tests have short answer items.

Test Instructions:
1. If you are late for either test session, you may take the test when you arrive with a 25 point penalty.
2. You must sign in with your TAs and sit with them or near them during the test session.
3. Sit facing forward. Use a cover sheet. Do not wear hats or sunglasses.
4. Phones must be put away for the session. Do not use your phone even after you complete the test.
5. Make sure your name and number (TA assigned) is legible on the test paper.
6. Remain seated until dismissed.
7. Please bring a photo ID for identification.

Suspicion of Cheating: If a student is suspected of cheating on the test by either giving or receiving answers, then the instructor will report the incident to the Dean of Students. If this is a first offense, then the instructor will recommend a zero for the test. If this is not a first offense, then the instructor will recommend a failing grade for the course.

**ACTIVITIES:** There are two activities. Each activity is worth 50 points. Dates of activities are listed on the course calendar. Directions for completing activities will be given in class.

ACTIVITY 1- Blind Walk (Visual Impairments vs. the Environment) requires that you bring something to cover your eyes (no sunglasses). You will sign in and out with your TAs.

ACTIVITY 2- ADA Compliance (Disabilities vs. the Environment) requires that you use the ADA Compliance Form found in the syllabus/course packet. You will sign in with your TAs.

Activities use an ADA methodology to identify issues with the environment that hinder the user from performing efficiently and effectively. See [www.pdf.aminer.org/..../quantitative_usability_evaluation_the_esprit_music_pr..](http://www.pdf.aminer.org/..../quantitative_usability_evaluation_the_esprit_music_pr..) for further information.

Activity Instructions: TAs coordinate activities and award points.
1. You must sign in/out with your TAs.
2. You must bring any necessary materials. (See course calendar)
3. You must actively participate to receive full credit. No partial credit is given.
4. Once the activity starts, no late students will be permitted to participate.

**WRITTEN ASSIGNMENTS:** There are 5 written assignments worth 40 points each.
Written assignments require that you summarize, analyze, synthesize and critique information presented in class or in the required readings and videos. Collaboration with other students is not permitted. You must be present in class to submit your paper.

**Written Assignment Instructions:** TAs will grade the typed, written assignments using rubrics (see paper descriptions). Due dates are listed on the course calendar.

1. Name and TA-assigned number should be typed on each paper.

2. Sign your paper at the bottom.

3. ALL papers should be typed, using 1 inch margins, 12 pt font and double spacing (Paper 1 may be single spaced)

4. Use headings for the different sections of your paper if directed to do so.

5. You will be penalized for the following errors:
   a. -10 points if paper is not the required length. No penalty for longer than required length. When directions say 3 FULL PAGES, it means 3 FULL PAGES.
   b. -5 points if paper is not numbered or signed.
   c. -5 points if you do not use required headings.
   d. -10 points if paper contains any combination of three or more spelling, grammatical, punctuation, or word usage mistakes.
   e. -40 points if paper is incomplete (no partial points given) or does not follow directions
   f. -40 (a zero for the assignment) if any part of the paper is plagiarized.

**Suspicion of Plagiarism:** Plagiarism is a violation of the Student Code of Conduct and students who plagiarize will be reported to the Dean of Students. If this is a first offense, the instructor will recommend a zero for the paper and at least a one grade reduction in course grade. If this is not the first offense, then the instructor will recommend a failing grade for the course.

**VOLUNTEERING REQUIREMENT:** The course requires that you volunteer 20 hours with a person or persons significantly different than you. Working at an animal shelter will not fulfill this requirement. You may volunteer in the Gainesville area or you may volunteer at home. The instructor will provide suggested sites for volunteering that have been used in past semesters.

You may not volunteer at your church, temple or mosque. However, if your religious organization does outreach ministry, that may fulfill the course requirement.

Just organizing or volunteering at a charity event (Dance Marathon, Relay for life, March of Dimes, etc.) does not fulfill the course requirement.

Hours completed at one volunteering placement will not be carried over to a new placement.
There are 4 required forms:

1. Volunteer Verification Form (20 points). See course calendar for due date. If you change your placement, submit a new form to your TAs (two provided in your syllabus/course packet).

2. Volunteer Log Form (40 points). You will fill out a log describing your activities. Do not use ditto marks or “same as above” for entries (half points). See course calendar for due date, but you may turn in the form(s) to your TAs anytime your hours are completed. Three forms are included in your syllabus/course packet.

   Your log does NOT need to be signed if your evaluation form shows 20 hours. Your log is signed ONLY if your evaluation form is sent in with less than 20 hours documented.

3. Volunteer Analysis Form (40 points). Follow the directions for writing an analysis of your volunteering experience. See course calendar for due date, but you may turn in the form to your TAs anytime your hours are completed.

4. Volunteer Evaluation Form (100 points). This form is filled out by your supervisor and mailed (in a stamped envelope you provide) when your hours are completed. Two evaluation forms and two addressed envelopes are included in the syllabus/course packet.

5. See course calendar for due date.
   a. If you are volunteering on campus, your supervisor may use the campus mail (no stamp necessary)
   b. If you are volunteering at the St. Francis House or Arbor House, you will need to pick up the evaluation form from them and give it to Dr. Nelson.

6. If you lose the two provided envelopes, use this address:
   Exceptional People
   PO Box 117050, Norman 1403
   Gainesville, FL 32611

7. Your supervisor may fax the volunteer evaluation form directly to me:
   FAX: 352 392 2655
   Attn: Dr. Nelson

8. A suggested grade of A or B by your supervisor earns 100 points. A suggested grade of C+ or lower earns the point total on the evaluation form.