

EEX 3093 Exceptional People: School & Society
Course Syllabus
Spring 2018

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Group Teaching Assistants (TA): To Be Assigned

Email: Please utilize the course Canvas site for all communication

Online Access to Course Materials: <https://ufl.instructure.com>

Class Meeting: Face-to-face class meetings are on THURSDAYS in Carleton Auditorium for the two-hour block (periods 7 and 8). We will also meet in class on TUESDAY, January 9 and April 24.

Catalog Course Description

People with disabilities are a diverse group of individuals with varied experiences and perspectives across the lifespan and social institutions. This course draws from social sciences perspectives to explore the complexity of their experiences with schooling and society.

Expanded Course Description

People with disabilities are a diverse group of individuals with varied experiences, facets of identity, and perspectives across the lifespan and social institutions. This course draws from multiple perspectives in the social sciences (e.g., psychology, sociology, history) to demonstrate the historical and contemporary complexity of their experiences with schooling and learning, and the impact in society. Schooling, in the traditional sense is viewed in terms of the structure and standardization of specific learning experiences during set a set schedule. Learning, on the other hand, is boundless and can occur incidentally without parameters. Students in the course will understand the complexity of the lives of exceptional people in school and society through the following perspectives: individual (e.g., psychosocial, academic, biomedical), social (e.g., structure, culture, economic), and life course (i.e., transitions P-16 and beyond). Additionally, students will explore the intersection of exceptionality and other facets of identity (e.g., race/ethnicity, gender, socio-economic status [SES]) that can lead to stigmatization and othering. Throughout the course students will engage in activities that create cognitive dissonance and opportunities to reflect on their own perception of self.

Course Objectives

Students will use individual, social, and life course perspectives to:

- 1) Identify and summarize the history and progression of exceptionalities in schools and society to articulate knowledge and awareness of exceptionality, disabilities, stigma and segregation, and ethical decision-making over time,
- 2) Analyze their own perspectives on difference and intersectionality using the lenses of persons with and without exceptionalities,
- 3) Investigate advances in treatment modalities, technology, and access to social institutions as it pertains to the inclusion of persons with disabilities,
- 4) Examine the ways in which various schooling and learning experiences affect the lives of individuals with and without disabilities and their families through self reflection and situated learning
- 5) Engage in meaningful ways with persons with exceptionalities using appropriate social and communication skills, and
- 6) Articulate the goals and missions of local, state, and national organizations that promote disability awareness, provide in/direct services, and advocate for the legal rights of persons with disabilities from intersecting vantage points (e.g., race/ethnicity, gender, socio-economic status [SES])

General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

This course is also a diversity (D) subject area course in the UF General Education Program. Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

The following table outlines specific Student Learning Outcomes and how they will be accomplished.

General Education Objectives & Student Learning Outcomes	Course Learning Outcomes	Assessments
<p>Content</p> <ol style="list-style-type: none"> 1. Identify, describe, and explain key themes, principles, and terminology within the subject area 2. Identify, describe, and explain the history, theory, and/or methodologies used within the subject area 3. Identify, describe and explain social institutions, structures, and processes within the subject area 	<p>Students will define terminology associated with disability studies; articulate multiple models of disability; describe and compare disability categories; describe aspects of disability culture; and explain appropriate social and work skills associated with persons with disabilities.</p>	<p>Test 1 WA 1 WA 4 Test 2</p>
	<p>Students will describe the history of our society's treatment of persons with disabilities and will describe the characteristics and differentiate multiple models of disability.</p>	<p>Test 1 WA 4 WA 5 Test 2</p>
	<p>Students will research and evaluate the goals, objectives and programs of organizations that advocate for persons with disabilities in our society.</p>	<p>WA 2 WA 4 Paper 5 ADA Compliance Experiential Learning Project</p>
<p>Critical Thinking</p> <ol style="list-style-type: none"> 1. Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions 2. Assess and analyze ethical perspectives in individual and societal decisions 	<p>Students will formally observe the interaction between the environment and persons with disabilities during two activities. Students will apply qualitative analysis to write a legal brief about a recent Supreme Court decision on discrimination under ADA.</p>	<p>Blind Walk WA 1 WA 3 ADA Compliance Experiential Learning Project</p>
	<p>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.</p>	<p>WA 3 WA 4 WA 5 Test 2</p>
<p>Communication</p> <ol style="list-style-type: none"> 1. Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups 	<p>Students will discuss course content in small groups during class. Students will produce papers and complete assignments that are thorough in content and are written with correct structure, grammar, and spelling. Students will demonstrate finger spelling and 60 ASL signs, phrases and questions. Students will engage meaningfully with individuals different from themselves.</p>	<p>Test 1 WA 1 WA 2 WA 3 WA 4 WA 5 Blind Walk ADA Compliance Experiential Learning Project Test 2</p>

Course Materials

Course Text & Readings:

- Connolly, K.M. (2009). *Double Take: A Memoir*. New York, NY: HarperCollins.
Kevin Connolly is a young man born without legs who travels the world—by skateboard, with his camera—on his “Rolling Exhibition,” snapping pictures of peoples’ reactions to him. This book is Connolly’s memoir in which his photos are used as chapter breaks
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. New York, NY: Simon and Schuster Inc.
This classic work by sociologist Ervin Goffman provides a framework for the course as it engages the reader in reflection on personal identity and what society considers “normal.” Even in a diverse society, individuals are confronted with images of normalcy and difference that can affect self-image and relationships with others.
- Klein, S.D., & Kemp, J.D. (2004). *Reflections from a different journey: What adults with disabilities wish all parents knew*. New York, NY: McGraw-Hill.
This collection of essays reflects the formative experiences of individuals with a range of disabilities (e.g., Down syndrome, learning disabilities, sensory impairments, chronic health conditions). The authors provide insights on growing up and going to school with a disability. They want nothing more than to be accepted as whole human beings who have disability as part of their lived experience – not their complete identity.

Additional Required Readings: (available on Canvas)

- Priestly, M. (2003). Concepts (pp. 11-34) in *Disability: A Life Course Approach*. Polity Press.
- *Who are exceptional learners*. (n.d.). Retrieved from: <https://www.cec.sped.org/Special-Ed-Topics/Who-Are-Exceptional-Learners>
- Martin, E. W., Martin, R., & Terman, D.L. (1996). The legislative and litigation history of special education. *The Future of Children*, 6(1), p. 25-39.
- *An overview of the Americans with Disabilities Act*. (n.d.). Retrieved from: <https://adata.org/factsheet/ADA-overview>
- *Deaf and hard of hearing community and culture – FAQ*. (n.d.). Retrieved from: <https://nad.org/issues/american-sign-language/community-and-culture-faq>
- *Blindness statistics*. (n.d.). Retrieved from <https://nfb.org/blindness-statistics>
- *PGA Tour, Inc. vs. Martin*, 204 F. 3d 994 (2001)
- *Stephen B. Kuketz. vs. Roslyn Petronelli & another*, 443 Mass. 355, 364 (2005)

REMEMBER: Students are expected to visit the course site to review topical information and relevant reading each week.

Recommended Texts:

- Meyer, D. (2009). *Thicker than water: Essays by adult siblings of people with disabilities*. Bethesda, MD: Woodbine House.
- Priestly, M. (2003) *Disability: A life course approach*. Cambridge, UK: Polity Press

Course Requirements

Graded Components:

Tests. Two tests will be administered. Objective and short answer items will measure knowledge of course topics. Tests are worth 200 points each.

- Test 1 will cover overarching approaches to disabilities studies; models and terms of exceptionality and disability; history and laws governing individuals with disabilities in education and society; individual, social, and life course approaches to deafness and hearing impairments; and individual, social, and life course approaches to blindness and visual impairments. In addition to the test, students will create a 3-5 minute vlog (video blog; vlog #2) utilizing prompting questions distributed via Canvas to chronicle their evolving perspectives on the identities of themselves and others who are different. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- Test 2 will cover the role of disability awareness and advocacy organizations in school and society; individual, social, and life course approaches to physical disability and impairments; and individual, social, and life course approaches to hidden exceptionalities. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

Written Assignments. Five written assignments (referred to as WAs) will be submitted. Length, content, and formatting requirements will be provided on the Canvas course site. Each is worth up to 60 points:

- *WA 1 Framework for Understanding the Complexity of the Lives of Exceptional People* will ensure that you have read and can articulate foundational definitions, categories, and models associated with disability, and verify you understand course requirements and information in the syllabus. Also, you will write a brief reflection to include: (a) your beliefs about course concepts, (b) what you hope to gain through the course, and (c) a self-identity statement (i.e., what lenses do you use to view the world?). *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 2 ADA Case Rulings* requires you to summarize and write an analysis of the findings of two identified court cases on athletes seeking accommodations under the Americans with Disabilities Act (ADA). Include aspects of identity that might have influenced the outcomes (e.g., gender, SES) and related human/civil rights law. *SLOs addressed: Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

- *WA 3 Apps, Vacations, and Disability Awareness* provides an opportunity to investigate and analyze resources and opportunities that can provide individuals with disabilities equitable access to academic and social institutions. Compare and contrast access for individuals with disabilities to the experiences of another “minority” group. *SLOs addressed: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 4 Myths, Misconceptions, and Stereotypes* requires you to (a) undertake structured independent research on stereotypes and/or misconceptions about individuals with disabilities and the intersection of one or more aspects of identity (e.g., race/ethnicity, gender, socio-economic status [SES]), and (b) prepare a written summary including self-reflection on perspectives and biases, citing evidence from course readings and relevant research. *SLOs addressed: Identify, describe, and explain key themes, principles, and terminology within the subject area; Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *WA 5 The Invisible Disability* requires you to use concepts from the course to consider the experiences of individuals with less obvious disabilities and commonly available supports. Describe how advocacy organizations facilitate awareness and access to social institutions, structures, and processes leading to more ethical treatment and decision making. *SLOs addressed: Identify, describe, and explain the history, theory, and/or methodologies used within the subject area; Identify, describe and explain social institutions, structures, and processes within the subject area; Assess and analyze ethical perspectives in individual and societal decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

Activities. Two major activities will be completed during class; each is worth up to 50 points. Both activities will require a personal analysis of your experiences.

- *Activity 1, the Blind Walk*, will be completed in class and is designed to simulate the experience of blindness or significant visual impairment. You will write a brief reflection on the experience. *SLOs addressed: Identify, describe and explain social institutions, structures, and processes within the subject area; Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*
- *Activity 2, ADA Compliance*, is designed to increase awareness and understanding of the experiences of individuals with sensory or mobility issues as they navigate the university (including visit to Cypress Hall and the DRC). You will write a brief summary of the accommodations and modifications observed. *SLOs addressed: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by*

which individuals make personal and group decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups

- **Experiential Learning Project.** Students are required to complete a project documenting 20 or more hours of experiential learning; this project includes 4 components worth up to 200 total points (Experience verification form, Experience Log, Evaluation, and Analysis). All 20 hours must be completed with one individual or one organization approved by the instructor. This learning and engagement will require direct interactions with a person or persons significantly different from them. The instructor will present appropriate placements that have been approved for former students. *SLOs addressed: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions; Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups*

All due dates for assignments are listed on the course calendar. Your grade will be based on the total number of points earned. *Regardless of how many points the student has earned, if the experiential learning project is not completed, the course grade will be an E.* Pass/Fail is not an option. **A minimum grade of C is required for general education credit.**

Grading Scale	Points Scale
A = 93% +	A = 930-1000
A- = 90%-92%	A- = 900-920
B+ = 87%-89%	B+ = 870-890
B = 83% - 86%	B = 830 - 860
B- = 80% - 82%	B- = 800 - 820
C+ = 77% - 79%	C+ = 770 - 790
C = 73%-76%	C = 730-760
C- = 70% - 72%	C- = 700 - 720
D+ = 67% - 69%	D+ = 670 - 690
D = 63% = 66%	D = 630 - 660
D- = 60% - 62%	D- = 600 - 620
E = Less than 60%	E = Less than 600

Concerns about a Grade: If you have a concern about a grade that you have received, please contact the graduate assistant through Canvas. For additional information on grading: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Suspicion of Cheating on a Test: If a student is suspected of cheating on a test, 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.

Suspicion of Cheating or Plagiarism on Assignments: If this is a first offense, the instructor will recommend a zero for the assignment. If this is not a first offense, the instructor will recommend a failing grade for the course.

Course Policies

Class Attendance and Make-up Work: Students are expected to attend class, interact with your assigned TA, and participate in class activities. Students 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. Procedures for class attendance and make-up work in this course are consistent with university policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

In-Class Etiquette: 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. Please turn off cell phones during class. Do not take out cell phones during testing, even if you have finished the test.

Additional Support for Students: Your TAs have successfully completed this course and can be a resource for you on assignments. Please contact them if you need assistance. The graduate assistant and the instructor are available for assistance also.

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/> 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.

Requesting Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technology: Course resources are hosted on the UF Canvas site: <https://ufl.instructure.com>. Visit the site to access links to websites and/or video clips, as well as videos and course presentations. Contact the help desk at the College of Education for technical advice if you need assistance helpdesk@coe.ufl.edu

Online Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.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://evaluations.ufl.edu/results/>.

Campus Resources

Health and Wellness:

U Matter, We Care: If you or a friend is in distress, please contact [http://umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support: 352-392-4357 (select option 2) or e-mail to [http://Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). Website: <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

University Libraries Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Course Calendar

Class meets in person on Thursdays (unless it is a UF holiday). Class will also meet in person on the first and last Tuesday of the semester with online activities the remaining Tuesdays.

Week	Topic	Weekly Activities	Assignments Due
<i>Guiding Question: What are the key themes, principles, historical trends, and terminology related to exceptional people in school and society?</i>			
1 1/9/18 1/11/18	Introduction to course and overarching approaches (individual, social, and life course) and activities READ: Priestly, M. (2003). Concepts (pp. 11-34) in <i>Disability: A life course approach</i> . Cambridge: Polity Press.	Tues: Overview of syllabus and course requirements Thurs: Introduction to course, conceptual frameworks, and student learning outcomes Video	
2 1/18/18	Models and terms of exceptionality and disability and the intersections of other aspects of identity READ: Who are exceptional learners ; Goffman, E. (1963). <i>Stigma</i> . New York, NY: Simon & Schuster Inc.	Online: Review models and terms of exceptionality and disability PPT Implicit Bias test (online) Thurs: Discussion of readings, terms, models of disability PPT, and Implicit Bias test TED Talk intersectionality (disability, ethnicity, gender, SES): <i>I've Got 99 Problems – Palsy is just one of them</i>	
3 1/25/18	History and laws governing individuals with disabilities in education and society including special education law, disability law, and civil/human rights law ELP Volunteer Requirement* READ: Martin, E. W., Martin, R., & Terman, D.L. (1996). The legislative and litigation history of special education. <i>The future of children</i>, 6(1), p. 25-39. ; Goffman, E. (1963). <i>Stigma</i> . New York, NY: Simon and Schuster Inc.; Americans with Disabilities Act Overview	Online: Review history and laws PPT Video: <i>Disability & the Law—Leveling the Playing Field</i> Thurs: Discussion of readings, historical trends and laws related to disability, civil/human rights Video: <i>Capitol Crawl</i> Guest Speaker: Representative from the UF Disability Resource Center	WA 1 (60 pts)

<i>Guiding Question: How do individuals with sensory (hearing, visual) impairments experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?</i>			
4 2/1/18	<p>Individual, social, and life course approaches to deafness and hearing impairments and the intersections of other aspects of identity, appropriate communication modes</p> <p>ELP Volunteer Requirement*</p> <p>READ: Deaf and hard of hearing community and culture – FAQs</p>	<p>Online: Review deafness and hard-of-hearing PPT Video: <i>Through Deaf Eyes</i></p> <p>Thurs: Discussion of readings, deafness and hard-of-hearing PPT Video: <i>Sound and Fury</i> Practice communication using finger spelling and basic ASL signs</p>	WA 2 due (60 pts)
5 2/8/18	<p>Individual, social, and life course approaches to deafness and hearing impairments (continued)</p> <p>ELP Volunteer Requirement*</p> <p>READ: Burcaw, S. (2014) <i>Laughing at my nightmare</i>. New York, NY: Roaring Books Press.</p>	<p>Online: Video: <i>Signing to Her Parents</i> Video: <i>Gallaudet</i></p> <p>Thurs: Discussion of readings, videos Continue practice of ASL Guest Speaker: Stephen Hardy, UF ASL and Deaf Studies</p>	Experiential Learning Verification Form (20 pts)
6 2/15/18	<p>Individual, social, and life course approaches to blindness and visual impairments and the intersections of other aspects of identity, appropriate communication modes</p> <p>ELP Volunteer Requirement*</p> <p>READ: Statistical facts about blindness in the U.S.; Burcaw, S. (2014) <i>Laughing at my nightmare</i>. New York, NY: Roaring Books Press.</p>	<p>Online: Review blindness and visual impairments PPT Video: <i>Design for the Blind</i></p> <p>Thurs: Discussion of readings, blindness and visual impairments PPT, video Blind Walk Activity</p>	Blind Walk Activity (50 pts) completed in class

7 2/22/18	Individual, social, and life course approaches to blindness and visual impairments (continued) ELP Volunteer Requirement* READ: Burcaw, S. (2014) <i>Laughing at my Nightmare</i> . New York, NY: Roaring Books Press.	<i>Online: What to Do When You Meet a Blind Person</i> Thurs: Discussion of readings, video and Blind Walk	
8 3/1/18	ELP Volunteer Requirement* Review and Test 1	Online: Test Review Thurs: Test 1	Test 1 (200 pts)
<i>Guiding Question: How do awareness and advocacy influence ethical decision making with and for exceptional people?</i>			
9 3/15/18	The role of disability awareness and advocacy organizations in school and society ELP Volunteer Requirement* READ: Klein, S.D., & Kemp, J.D. (2004). Part 1: Love and accept me as I am. <i>Reflections from a different journey</i> . New York, NY: McGraw-Hill.	Online: Review disability and awareness advocacy organizations PPT Research and take notes on four disability awareness and advocacy organizations mentioned in the PPT Thurs: Discussion of readings, disability and awareness advocacy organizations PPT, share information on advocacy organizations in small groups Video: <i>Born This Way</i> (episode of docu-series)	
<i>Guiding Question: How do individuals with physical impairments experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?</i>			
10 3/22/18	Individual, social, and life course approaches to physical disability and impairments and the intersections of other aspects of identity ELP Volunteer Requirement* READ: Klein, S.D., & Kemp, J.D. (2004). Part 2: Parents are the Most Important Experts. <i>Reflections from a different journey</i> . New York, NY: McGraw-Hill.; PGA Tour, Inc. vs. Martin (2001) ; Stephen B. Kuketz v. Roslyn Petronelli (2005)	Online: Review physical disability and impairments PPT TED Talk: <i>My philosophy for a happy life</i> Thurs: Discussion of readings, physical disability and impairments PPT, TED Talk Guest Speaker	WA 3 (60 pts)

11 3/29/18	Individual, social, and life course approaches to physical disability and impairments (continued) ELP Volunteer Requirement* READ: Klein, S.D., & Kemp, J.D. (2004). Part 3: Parental Expectations. <i>Reflections from a different journey</i> . New York, NY: McGraw-Hill.	Thurs: Discussion of readings, website, and video Guest Speaker	ADA Compliance Activity (50 pts)
<i>Guiding Question: How do individuals with hidden (learning disabilities, mental health needs, twice-exceptional) exceptionalities experience social institutions (i.e., schools and society), structures, and processes? How do these entities impact the course of their lives?</i>			
13 4/5/12	Individual, social, and life course approaches to invisible exceptionalities and the intersections of other aspects of identity ELP Volunteer Requirement* READ: Klein, S.D., & Kemp, J.D. (2004). Part 4: Sexuality. <i>Reflections from a different journey</i> . New York, NY: McGraw-Hill.	Online: Review invisible exceptionalities PPT View: <i>The Big Picture</i> Thurs: Discussion of readings, invisible exceptionalities PPT Guest Speaker: UF Center for Autism and Related Disabilities	WA 4 (60 pts)
14 4/12/18	Individual, social, and life course approaches to invisible exceptionalities (continued) ELP Volunteer Requirement* READ: Klein, S.D., & Kemp, J.D. (2004) Part 5: Education About Disability. <i>Reflections from a different journey</i> . New York, NY: McGraw-Hill.	Online: Visit: MentalHealthAmerica.net http://www.pbs.org/wgbh/misunderstoodminds/ Thurs: Discussion of readings, websites and video Video: <i>Who Cares About Kelsey?</i> Guest Speaker: Speech-Language/LD researcher	WA 5 (60 pts)
15 4/19/18	ELP Volunteer Requirement* Review and Test 2	Online: Test Review Practice ASL finger spelling Thurs: Test 2	Test 2 (200 pts)

16 Tuesday 4/24/18	Culminating reflection on course and submission of Experiential Learning Project	Tues: Discussion of readings, small group reflection discussions on all course content using conceptual frameworks Online: Submit ELP	Last Date to Submit Experiential Learning Log (20 pts) Experience Analysis (60 pts) Evaluation (100 pts)
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***The Experiential Learning Project (ELP) requires a minimum of 20 hours in a volunteer capacity by the end of the semester, which equates to approximately 1.25 hours per week**

***Due dates for assignments on syllabus are tentative and may be adjusted .**

Experiential Learning Project Rubric

Project Rubric: The following rubric documents completion of the comprehensive project. Please review carefully and submit all components completed. Please submit any questions to the course instructor(s) prior to final submission. This project address two specific Student Learning Outcomes: (a) Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions and (b) Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and in groups.

Project Component	Complete	Incomplete
Experience Verification Form (20 points)	Form is complete and includes: <ul style="list-style-type: none"> • Student’s contact information • Brief description of responsibilities • Days & times of participation • Complete information about the agency including: <ul style="list-style-type: none"> ○ Name of agency ○ Immediate supervisor ○ Supervisor’s contact information <p style="text-align: center;">20 points</p>	Form is not submitted or is incomplete <p style="text-align: center;">0 points</p>
Experiential Learning Logs (20 points)	Logs are complete and signed by the supervisor verifying all hours (minimum of 20 total hours). Information included: <ul style="list-style-type: none"> • Student’s contact information • Dates & times of participation • Activities completed • Supervisor’s name, signature, date <p style="text-align: center;">20 points</p>	Logs are not submitted, are incomplete, and/or do not total minimum of 20 hours <p style="text-align: center;">0 points</p>
Experience Analysis (60 points)	Two-four page typed paper follows guidelines to analyze and reflect on the experience of working with a significantly different individual or group <p style="text-align: center;">Score Determined by Analysis Rubric (See Full Assignment Description)</p>	Paper is not submitted, is incomplete, and/or does not adhere to guidelines <p style="text-align: center;">Score Determined by Analysis Rubric (See Full Assignment Description)</p>
Volunteer Evaluation (100 points)	<ul style="list-style-type: none"> • Student provides supervisor with form that includes: <ul style="list-style-type: none"> ○ Student’s contact information ○ Provides a stamped, addressed envelope if applicable • Agency supervisor completes and submits evaluation to the instructor(s) via fax or by mail <p style="text-align: center;">Score Determined Based on Supervisor Feedback</p>	Evaluation is not submitted or is submitted by the student instead of the supervisor (without prior consent/arrangement with the instructor) <p style="text-align: center;">0 points Evaluation must be submitted to pass course.</p>

EXPERIENCE VERIFICATION FORM (20 points)

Complete this form with your experiential learning supervisor and submit via the course instructions and due date found in the tentative course schedule.

Last Name _____ First _____

UF Student Number _____

TAs _____

1. Brief description of your responsibilities:

2. Agency Information:

Agency Name _____

And address _____

Immediate Supervisor _____
(Person who will complete your evaluation)

Days & Times _____

Supervisor's Phone _____

Student's email _____ Date _____

EXPERIENTIAL LEARNING LOG

Maintain accurate logs of your time at your experiential learning site and submit via the course instructions and due date. Please fill in each volunteer time slot. You may make multiple copies of this form as needed.

Student Name _____

UFID _____ TA _____

Agency _____

Date	Start – End Time	Activities

- This form ONLY has to be signed below if you will not complete 20-hours before the experiential learning evaluation sheet is submitted by your supervisor.
- If you will not complete the 20 hours by the due date of the evaluation sheet, have your supervisor sign and date this log to indicate your intent and agreement with the supervisor to finish your 20-hour commitment.
- You must have completed at least 17 hours by the due date of this log.
- You must obtain 20 hours before the end of the semester.
- If you have finished and logged 20 hours, no signature is needed.

Supervisor’s Name (Print) _____

Supervisor’s Signature _____

Date: _____

Experiential Learning Project: Experience Analysis Guidelines (40 points)

Upon completion of your 20-hour experiential learning process you will analyze and reflect on your experience working with an individual or group of individuals significantly different from yourself. The goal of this hands-on learning and engagement experience is to give you a chance to form a connection with individuals that moves your learning from texts, class discussions, and videos to meaningful application in your own life. To that end, please use the following guidelines to write a brief summary/reflection of your experience integrating your lived experience with appropriate references to course readings, presentations, videos, and other relevant material.

Experience Analysis Assignment Guidelines:

Your experience analysis summary/reflection should include the following:

1. Identify and briefly describe your chosen experiential learning agency/organization/program. Include the population this group serves and specific details about your role within the entity (i.e., what were the details of your direct experience with individual(s) served).
2. Describe how the person(s) in your experiential learning setting are similar/different from you? Did your recognition of the similarities/differences affect your treatment of the person(s)? How? Identify and describe any relationship to stereotypes, myths, or misconceptions you may have held prior to or during your experiential learning activities and connect those to course readings, presentations, videos, and other relevant materials.
3. Describe and analyze any changes in your perceptions and treatment of persons different from you as a result of your experience (i.e., How has this experience shaped your world view?). What insights and observations have you gained from this experience? (The insights and observations may be about you or the person(s) involved). Identify the connection between your experience and assigned course readings, presentations, videos, and other relevant material.

Acceptable length for this assignment is 2-4 full pages in length (an average of 250-300 words per page). Text should be typed in Times New Roman font using 12-point size and 1-inch margins on all sides. All other formatting should adhere to the American Psychological Association (APA) 6th Edition Publication Manual guidelines (American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th Edition)*). Washington, DC: American Psychological Association.). Copies of this manual are available in the University of Florida libraries. Please see the course calendar for assignment due date – note that this analysis must be submitted along with your Experiential Learning Volunteer Evaluation form completed by the supervisor at the organization where you completed your 20 hours. Ensure that you have included the name of the agency and any other necessary identifying information.

Grading Rubric:

The following rubric will be used to assess your work. Please review carefully and submit any questions to the course instructor(s) prior to final submission.

SLO Addressed	Accomplished (15 points per section)	Developing (10 points per section)	Unsatisfactory (0 points per section)
<p>Content: <i>Identify, describe and explain social institutions, structures, and processes within disability studies</i></p>	<p>The submission identifies and briefly describes the student's chosen experiential learning agency/organization/program. It includes the population this group serves and specific details about the student's role within the entity (i.e., what was the daily landscape of your direct experience with individual(s) served by this group).</p>	<p>The submission identifies and briefly describes the student's chosen experiential learning agency/organization/program but fails to include sufficient detail about the population this group serves and specific details about the student's role within the entity (i.e., what was the daily landscape of your direct experience with individual(s) served by this group).</p>	<p>The submission identifies but does not describe or describes but does not explicitly identify the student's chosen experiential learning agency/organization/program. Additionally or alternately, the submission does not include a description of the population this group serves and/or specific details about the student's role within the entity (i.e., what was the daily landscape of your direct experience with individual(s) served by this group).</p>
<p>Critical Thinking: <i>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</i></p>	<p>The submission effectively describes how the person(s) in your experiential learning placement are similar/different from you. Also, the submission directly addresses the following questions: Did your recognition of the similarities/differences affect your treatment of the person(s)? How? Identify and describe any relationship to stereotypes, myths, or misconceptions you may have held prior to or during your experiential learning experience and connect those to course readings, presentations, etc.</p>	<p>The submission somewhat describes how the person(s) in your experiential learning placement are similar/different from you. Also, the submission partially addresses the following questions: Did your recognition of the similarities/differences affect your treatment of the person(s)? How? Identify and describe any relationship to stereotypes, myths, or misconceptions you may have held prior to or during your experiential learning experience and connect those to course readings, presentations, etc.</p>	<p>The submission does not describe how the person(s) in your experiential learning placement are similar/different from you. Also, the submission does not address some or all of the following questions: Did your recognition of the similarities/differences affect your treatment of the person(s)? How? Identify and describe any relationship to stereotypes, myths, or misconceptions you may have held prior to or during your experiential learning experience and connect those to course readings, presentations, etc.</p>

SLO Addressed	Accomplished (15 points per section)	Developing (10 points per section)	Unsatisfactory (0 points per section)
<p>Critical Thinking: <i>Assess and analyze ethical perspectives in individual and societal decisions about persons with sensory, cognitive and physical disabilities</i></p>	<p>The submission describes and analyzes any changes in the student's perceptions and treatment of persons different from themselves as a result of this experience (i.e., How has this experience shaped your world view?). What insights and observations have you gained from this experience? (Note: The insights and observations may be about you (the student) or the person(s) involved). The submission clearly identifies the connection(s) between the submitter's insight and assigned course readings, presentations, videos, etc.</p>	<p>The submission briefly describes and begins to analyze any changes in the student's perceptions and treatment of persons different from themselves as a result of this experience (i.e., How has this experience shaped your world view?) but does not fully complete the reflection. The submission somewhat addresses what insights and observations the student has gained from this experience? (Note: The insights and observations may be about you (the student) or the person(s) involved). The submission clearly identifies the connection(s) between the submitter's insight and assigned course readings, presentations, videos, etc.</p>	<p>The submission does not describe or analyze any changes in the student's perceptions and treatment of persons different from themselves as a result of this experience (i.e., How has this experience shaped your world view?) or the submission does not address what insights and observations the student has gained from this experience. (Note: The insights and observations may be about you (the student) or the person(s) involved). The submission clearly fails to identify the connection(s) between the submitter's insight and assigned course readings, presentations, videos, etc.</p>
<p>Communication: <i>Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disability studies, individually and in groups</i></p>	<p>The submission follows all assignment guidelines, adhered to APA format, and was free or nearly free (i.e., two or less) spelling and/or grammatical errors. Additionally, the submission incorporates information from multiple resources (i.e., 2 or more resources such as readings, presentations, videos, the volunteer experiential learning process etc.) to support all assertions.</p>	<p>The submission follows most assignment guidelines (i.e., failed to meet one guideline), adhered to APA format for 50% or more of the submission, and contained some (i.e., three to five) spelling and/or grammatical errors. Additionally, the submission incorporates information from one resource (i.e., 1 resources such as a reading, presentation, video, the volunteer experiential learning process, etc.) to support all assertions.</p>	<p>The submission does not adhere to assignment guidelines, APA format, and/or contains multiple (i.e., 6 or more) spelling and/or grammatical errors. Additionally, the submission does not incorporate information from course resources (i.e., readings, presentations, videos, the volunteer experiential learning process, etc.) to support several assertions.</p>

Experiential Learning Volunteer Evaluation Form

Due Date: See Course Calendar

Student: Complete the first three lines prior to submitting this form and a stamped, addressed envelope to your supervisor.

Student: Last _____ First _____ Number _____

UF Student Number: _____ TAs Names _____

Agency _____

SUPERVISOR: Please rate each item using 10 as the highest or outstanding and 0 as the lowest or poor.

- 1. Dressed appropriately. _____
- 2. Attended regularly; was dependable. _____
- 3. Punctual; arrived on time – stayed full time. _____
- 4. Maintained positive rapport with clients and staff. _____
- 5. Followed directions and agency guidelines/rules. _____
- 6. Showed interest, enthusiasm, and energy. _____
- 7. Used time wisely. _____
- 8. Accepted suggestions. _____
- 9. Completed assignments. _____
- 10. Behaved appropriately. _____

Total Hours Student Worked: _____

Circle the suggested grade: A A- B+ B B- C+ C C- D+ D D- E (failure)

(Please make additional comments on the back of this form if necessary)

Supervisor's Signature _____ Date _____

Supervisor's Printed Name _____

Phone _____ Email _____

SUPERVISOR: Please mail this form in a stamped, addressed envelope provided by the student. You may also fax it: 352.392.2655.