



DEPARTMENT OF COUNSELING, HIGHER EDUCATION, AND SPECIAL
EDUCATION

EDSP 220 Disability in Community: Access, Accommodation, Adaptation

Spring 2016: Tuesday 2-3:30 PM & Thursday 2-3:30 PM & hours in arranged placements
(times as designed, might include Sat mornings, evenings)

Locations: Tuesdays 0105 HRNBK, Thursdays 3315 Benj, AND 3207 ASY

Instructors: Carolyn M. Fink, Ph.D , TA Gabi Kocerha, UGTA : Walt Moody

Office: 1313 Benjamin (Fink); 3216 Benjamin (Kocerha)

Office Hours: before (Fink) and after (Kocerha)class, disc/lab days, other times by arrangement;

Email: cmfink@umd.edu; gkocerha@umd.edu

Phone: 240-603-8322 (Fink cell)

Texts:

The Disability Studies Reader (4th Edition) (Davis, Lennard J. (Ed), 2013) Routledge. (has to be the 4th edition, earlier editions are totally different). **ISBN-10:** 0415630517 **ISBN-13:** 978-0415630511

No Pity (Shapiro, 1994) Three Rivers Press. **ISBN-10:** 0812924126 | **ISBN-13:** 978-0812924121,

To the Left of Inspiration: Adventures of Living with Disabilities (Schnieder, Katherine, 2006) Dog Ear Publishing, LLC **ISBN-10:** 1598581317 **ISBN-13:** 978-1598581317

Readings:

Sign up and follow Mary Ulrich's: <http://climbingeverymountain.com/the-race-toward-inclusion-do-you-see-it/>

or Cara Liebowitz blogs for the semester:

<http://thatcrazycrippledchick.blogspot.com/>



<http://bloboloblob.blogspot.com/2014/04/blogging-against-disablism-day-2014.html>

Additional readings will be posted on the course website [www.elms.umd.edu].

Course Description:

This course will examine the concept of disability in a variety of community settings. Drawing on classic and contemporary readings in psychology, sociology and special education, the course will couple conceptual and historical understanding of disability with first-hand service-learning experiences in the community. An overarching question posed by the course is how do communities respond to the needs and abilities of individuals who are considered disabled and how can organizations plan for such access? Students will develop a plan in several phases that encompasses principles of Universal Design for Living/Learning (UDL) to study and participate in community-based activities. During the course of the semester, students practice elements of UDL in advance of applying to a selected area of emphasis in education, employment, independent living, recreation, or transportation issues affecting those with disabilities across the age span in various advocacy or service organizations.

Learning activities begin with demonstration and modeling during the practice phase where students are introduced to history and principles of access and UDL. Students initial practice UDL planning in classroom and lab assignments and a group project. During this phase students will receive feedback on UDL planning from peers and professor. Final learning outcomes will include developing a broad perspective on ability, diversity, and human potential from an individual service-learning experience culminating with a final UDL plan presented in an original way (wiki, video, presentation) that demonstrates concepts from the social sciences and education applied to field experience.

Throughout the course the evolution of the concept and culture of disability will be studied. Treatment of people who have differing abilities has evolved from the charity/medical model to consideration of people with disability as a subculture worthy of civil rights. Conditions historically viewed from a medical/disorder perspective and excluded from US society in institutions and cultural consciousness now have in some cases been mitigated in their impact of differences and disabilities on daily activities. Currently technological changes have had a profound impact on individuals we have traditionally identified as disabled, their families, and public agencies and affects how we define “dis/ability”. Since the passage of the ADA, groups with “invisible” and “visible” dis/abilities have focused on development of self-advocacy and self-identification as differently abled. This movement has a broad effect on popular culture. This course encourages students to develop a “person-first” lens to deal with people in a variety of situations, fields, disciplines.

Goal and Objectives:

This course enables interested students with no prior experience in special education or disability studies to examine issues of access, adaptation and accommodation for individuals with disabilities in the community. Following completion of the course, students will be able to:

Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship by articulating historical trends in the community experience of individuals with disabilities through analysis and discussion of a peer-reviewed article or summary of a legal case regarding an area of disability or disability law. With this historical background, students will apply

concepts of Universal Design for Living/Learning (UDL) to readings, case studies and community sites that deal with differences and disabilities.

Articulate the processes required to bring about a successful outcome from planning, modeling and preparing to critiquing, revising and perfecting.

Students will develop a UDL plan operationalizing principles of inclusion in three phases: first in response to given case studies, second in a group project, and finally in an individual project in conjunction with community service provider (see rubric). In each phase, drafts of the UDL plan will be revised based on peer and professor feedback.

Demonstrate an ability to critique existing applications of scholarship in order to learn from past successes and failures.

Students will read about stigma and approaches to disability that come from a medical/deficit model, separate housing and education, “out of sight, out of mind” approach. Through readings and classroom discussions, they will be able to critically enumerate problems with this perspective, notice its various manifestations, and the importance of developing habits of mind that have greater potential to impart high expectations and promote inclusion. This attitude will undergird their service-learning group and individual projects with individuals with disabilities, their families, or those who provide services and support in the community and further demonstrated in their development and presentation of the UDL plans.

Demonstrate an ability to collaborate in order to bring about a successful outcome:

Students will be part of a service-learning group to plan, carry out a class discussion using UDL principles. During this phase, students will contribute to their classmates’ understanding of a wide range of issues related to the experience of disability in the community, lead group discussions on the readings using UDL principles and give peer feedback on UDL plans. Collaboration and two-way interactions will be particularly important in the individual project under the supervision of community contact and professor.

Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions. *Students will study and experience first-hand how personal and societal biases accompanying human differences and potential that may affect access, funding, and perceptions of community, non-profit and governmental groups who work with or advocate for disabilities. The culminating UDL plan will convert into practice the principle that disability is not monolithic but an*

“There is something ironic in prejudice against the disabled and their families, because their plight might befall anybody. Straight men are unlikely to wake up gay one morning, and white children don't become black; but any of us could be disabled in an instant. People with disabilities make up the largest minority in America; they constitute 15 percent of the population, though only 15 percent of those were born with their disability and about a third are over sixty-five”

[Andrew Solomon, *Far from the Tree: Parents, Children, and the Search for Identity*](#)

amalgam of different subgroups with varying needs and identities for whom access can be the result of thoughtful, but simple planning.

Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.

Students will come to understand the relation of cultural beliefs and behaviors through two major themes in the course: history of disability and use of person-first language. Students will be able to list important dates/events in disability history in the US as they learn about “pioneers” in the field advocating from sole dependence on a medical model to a nuanced, culture-specific understanding of human diversity and potential. The movement and course continue with first person and person-first experiences. The students will discuss first person accounts of disability and apply what they are learning about UDL to case studies. In addition, several speakers will come to class to relate their experiences and present their strengths as part of diverse adult community. Through these experiences, students will learn the importance of language in shaping attitudes and be encouraged to use “person-first” form.

Effectively use skills to negotiate cross-cultural situations or conflicts. *Students will learn and apply communication skills that come from awareness of human likeness versus differences with direct contact that comes with the service-learning focus of the course.*

- Students will write an additional objective for this course:
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Assignments & Assessments

Assignments	Points
Introduction – disc and bio	2
Quiz 1	30
Quiz 2	6
Labs	50
Project proposal	10
UDL#3- Service-Learning Project reflection & presentation	30
UDL#2-Class discussion leading	20
Attendance & participation	10
Completion of CourseEvalUM	2
Final Exam	40
TOTAL POINTS	200

Grading

Percentage	Letter Grade
93%	A, A+
90%	A-
87%	B+
83%	B
80%	B-
77%	C+
73%	C
70%	C-
67%	D+
63%	D
60%	D-
0-59%	F

NOTE: no extra credit, no rounding up points

Assignments

The assignments should be submitted via ELMs [www.elms.umd.edu]. At the instructor's discretion, points will be deducted from assignments that are late or are improperly formatted. Detailed information for each assignment can be found on the course website.

Introduction Discussion Post and Bio

Students submit an introductory statement on the discussion board. Write a brief (two-sentence) introduction of your experience with people with disabilities (if any), your definition of disability and why you are taking the class. In addition, post a brief bio (and add photo if you choose) on the People tab on the course ELMS website. You can share with your classmates your major, hometown, interest in the course, and any other information you'd like (e.g., free-time interests, favorite teams, aspirations).

Quizzes

One quiz will cover history and the first part of the course (short answer) & one quiz will be on Disability Studies Reader chapters assigned (fill in, matching, vocabulary).

UDL#1: Labs

Lab assignments build capacity for UDL applications and perspective-taking skills using simulations and other creative forms. These weekly assignments are reinforced by a series of speakers representing different "visible" and "invisible" abilities.

Each student will follow lab assignment directions (10 at 5 points each) which include UDL scavenger hunt, background research, case study (UDL #1), reading reflections, peer feedback, movie reflections and service-learning ejournals.

UDL #2: Group Class Discussion Leadership

Group assignment: will be to plan, receive feedback (using SIP *Presentation* rubric, see below), revise plan and lead a class discussion of a selected chapter from Disability Studies Reader (10 points) and individual accountability (10 points) following UDL/case study phase two rubric provided. The chapters require close reading and perspective-taking.

UDL #3: Service-Learning Project Proposal & Reflection - hours will vary by Service-Learning individual menu

Service-learning is a perfect opportunity to learn first-hand about dis/ability defined broadly through consistent involvement, reflection, and interview of a change agent in the field.

Depending on the organization chosen, students' experiences may be direct involvement with diverse abilities (tutoring, sports, Child Development Clinic) or in clubs/advocacy groups that benefit those with dis/abilities (Active Minds, Student Council for Exceptional Children). In either case, students will learn collaboration, negotiation and application skills. The change agent (contact, supervisor, informant) will help in this process.

For the individual service-learning project, students will focus on applying more facets of UDL through becoming involved in an organization that employs the tenets of access, accommodation and/or adaptation. Completing the project will involve: a) participation in the organization (on or off campus, hours can vary – see S-L menu), b) background research and interview of change agent or informant in related context, c) before, during and after reflection on the experience, d) development of a UDL plan for a target student/organization and e) development of a wiki page and a brief presentation to the class.

Menu item	Time	Involvement	UDL Plan	Interview	Presentation	Movie review	Research article summary
Direct group involvement	11-30 hours/semester	10 pts	10 pts	5 pts	5 pts		
Event	10 hours or 2 events	5 pts	10 pts	5 pts	5 pts	5 pts	
Virtual	Online/phone		10 pts	5 pts	5 pts	5 pts	5 pts
Individual contract	15 points negotiable		10 pts				

Examples of sites (from larger list):

Access: Washington Area Wheelchair Society, Sign Language Club (UMD), Fidos for Freedom, Terps In Service (weekend)

Accommodation: KEEN, Allied Sports (Arundel HS), Child Development Clinic (UMD), America Reads/America Counts (UMD), En Camino (tutoring), Greenbelt Cares (tutoring), Reading Partners (tutoring)

Advocacy - Bazelon Law Center, National Alliance To Advance Adolescent Health, On Our Own, Active Minds Club (UMD), The Voice (poetry partnership with Maya Angelou Academy)

New sites with a disability connection can be added if approved by professor.

Participation and Course Evaluation

Students are expected to attend the lecture, presentation, and the discussion session regularly and be engaged in large group presentations and small group discussions. Students will be evaluated on: academic behavior and professional behaviors scored at midpoint and revised at final.

Participation in the evaluation of courses through CourseEvalUM is a responsibility as a student member of our academic community. Feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. The online evaluation system is available during the last week or two of the semester at www.courseevalum.umd.edu. By completing all class evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo. Completing the course evaluation and providing evidence (screen shot) is worth 2 points.

Final Exam

An in-class online test will cover the big ideas from the course in short answer and creative formats. A take-home portion will include a UDL plan revision based on feedback and a longer essay.

Course Website: www.elms.umd.edu

We will use ELMS to communicate, disseminate information, submit and return all assignments. Students are encouraged to visit the course website at least twice each week for updates on class activities.

General Education Program at UMD

This course has been approved as Scholarship in Practice and Cultural Competence coursework. Students will gain cultural competence with regard to disabilities as a cultural phenomenon and will also develop the communication skills to engage with individual and group understanding and misunderstandings of disability while developing the professional skill of using UDL.

Schedule of Class Activities

Week/date	Topics	Readings (partial listing)	Assignments & Assessments
Week 1- Lect Hrbk 0105	Introduction; <i>What's</i> disability or normal? <i>So What?</i> Why does it matter; course map, Presentations by Community Partners	Get texts	Join orgsync.com
Lect Ben 3315	Intro activities (ELMS), Pioneer groups , discussion about possible S-L projects		Introductions- Discussion post and bio
Week 2 Disc/Lab 0101	Module 1: Access LAB 1– Awareness Scavenger Hunt (accessPP) and individual meetings		
Lect	Access through Universal Design for living/learning		
Week 3- Disc/Lab 0201	Lab 2 –case study (UDL #1) DSR groups and S-L proposal draft	<u>To the Left of Inspiration</u>	
Lect	Gaining Access – watch movie “Lives Worth Living”		STAMPFEST
Week 4- Disc/Lab	Lab 3 – No Pity	<u>No Pity</u> , Intro, chapters 1 & 4, GROUP-Read article assigned from <u>Disability Studies Reader</u> for later discussion leading	
Lect	Language – Whorfian theory “PFL” and “Be a Bat”, special visitor	<u>Criptide Readings- questions for lab 4</u>	
Week 5 Disc/Lab	Lab 4 – Criptiques articles and questions	<u>Disabilities Reader</u> : group chapter WP article on “helping charities”, “tutoring tools”	Group DR checklist – DRAFT DSR individual research assigned
Lect	UDL 2: Accommodation History of Accommodation - Model discussion leading on DR chapter 1, Quiz review	<u>Disabilities Reader</u> : Chapter 1	S-L Proposal Draft,
Week 6 Disc/Lab	Quiz in computer labs		Quiz
Lect	Lab 5 - Lab 2 peer feedback	“Giving feedback” article on Canvas	
Week 7 Disc/Lab	Groups meet, provide summary “quiz” for chapter	Research on group project	S-L Proposal Final, S-L placements started,
Lect	Groups meet		Group DR checklist – Draft

Note LAB assignments due on LAB day!

Week 8 Spring Break			
Week 9 Disc/Lab	Groups meet, provide summary "quiz" for chapter Lab 6- research for group		Lab 6-
Lect	Lab 7- S-L research, wiki workshop		Group DR checklist –Final
Week 10 Discussion	0101 disc	DSR- chapters	DR readings quiz & midpoint participation points
Discussions	DSR Group Discussions 0101-3315 Ben, 0201 ASY 3207	DSR – chapters	
Week 11	0201 disc	DSR -chapters	
Disc/Lab	DSR Group Discussions 0101-3315 Ben, 0201 ASY 3207	DSR -chapters	
Week 12 Disc/Lab	Lab 8 – Reflections S-L presentations		S-L project presentations
Lect	UDL 3 Adaptation- viewpoints and attitudes towards disability, in schools, Families & in the community, SPEAKER Changing attitudes in special education-inclusion		
Week 13 Disc/Lab	Lab 9 – peer feedback on Lab 8 S-L presentations		S-L project presentations
Lect	S-L project presentations 0101-3315 Ben, 0201 ASY 3207		S-L project presentations
Week 14 Disc/Lab	Watch King Gimp, Final Review-course question activity		
Lect	Selected presenters , Culture & international perspectives		
Week 15 Disc/Lab	Lab 10- AFTER S-L reflections Watch King Gimp, Final Review- Course question activity		
Lect	AAA and "my favorite things"	No Pity – chapters 2,5, epilogue	
Week 16	Final in class online (take home due later)		S-L project UDL plans

No Lectures during DSR phase, Discussions only



Final Exam



Part-in class/online and Part take-home

Academic Integrity

The University is one of a small number of universities with a student-administered [Code of Academic Integrity](#) and an [Honor Pledge](#). The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization,

buying papers, submitting fraudulent documents, and forging signatures. Please type the following statement at the end of each assignment you submit via the digital dropbox:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

Compliance with the code is administered by the Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the academic community.

Accommodations

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the Department Chair and Dr. Jo Ann Hutchinson at Disability Support Services (314-7682). She will make arrangements with the student to determine and implement appropriate academic accommodations.

Religious Observance

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time.

University Closings

If the University is closed due to inclement weather, information about completing and/or rescheduling class activities will be posted on the course website.

Course Questions

1. What are the historical, political, social underpinnings of major initiatives regarding civil rights for people with disabilities?
2. What are the major components and applications of UDL in several contexts?
3. How do varying views of or bias towards disability affect programming, services, identities. How do organizations plan for access?
4. What is “normal”? Who decides? What are the implications today and for future developments for groups and individuals that deal with disability.
5. How does an individual experience of disabilities support or debunk extremes of discrimination and pity to “supercrip”?
6. What is the definition of disability? How can the social reaction to differentness form groups within a culture? What is binarism and how is it related to stereotypes and stigmas?

Discussion Leading Scholarship in Practice Rubric

YOUR NAME: _____ DISCUSSION GROUP: _____

Goal – students’ presentation is effective and discipline appropriate:

Unacceptable – purpose, relevance, and central point not evident, lack of understanding

Beginning - purpose, relevance, and central point implied, sources and style are novice

Proficient - purpose, relevance, and central point evident, sources and style are near professional

Advanced - purpose, relevance, and central point obvious, sources and style are professional

Identify UDL approaches:

Representation _____

Engagement _____

Expression _____

Write 1 compliment – _____

& 1 suggestion— _____

UDL Assignments
EDSP 220 Disability in Community: AAA

Phase 1 – Lab 2 activity in response to To the Left of Inspiration, develop one entry for each UDL Principle. Revise based on feedback from peers through Elms (Lab 5)

Phase 2 –Develop 2 entries for each UDL principle and apply UDL in Group Discussion assignment

Phase 3 – For Service-Learning project, drafts as part of ejournal, students will develop a complete UDL plan that includes needs assessment, background, UDLs and reflection (following given format). Service-learning project assignments will be negotiated based on assignment menu (below) but UDL plan and Interview will be required (15 points) of each.

Final UDL assignment in 5 parts:

1. Background including: Group/organization mission, Description of setting and interactions, Description and interview of key change agent or participant
2. Principle I: Representation - how is message of group communicated, how could it reach more people, be in several different formats. If dealing with children, how can information be presented to them in a variety of ways?
3. Principle II. Expression - how do people participate? Can you suggest different modes of participation, are there any access issues?
4. Principle III. Engagement -why would people want to participate
5. How does this plan improve universal design for living, for learning or level the playing field for those with various disabilities? Think of at the organization level (in its mission) and at the individual level (reaching targeted individuals but also as participants and volunteers).

Quote UDL principles, guidelines and checkpoints by name and number from: <http://www.udlcenter.org/implementation/examples> , examples of ways to provide options of multiple means for each category – Representation, Expression, Engagement. For example, if your service-learning partner would like you to develop a video to use to explain or expand their mission, according to UDL checkpoint 1.2 (Representation-Offer Alternatives for auditory information) you can plan/provide captioning. UDL #3 format will be provided.

What would you do – OOO Activity – UDL #2 - 2015

When faced with challenging situations involving mental health/behavioral issues how would you negotiate them?

Cultural Competence Vocabulary – acknowledge, implicit value judgments, grievances, nuanced, integrative, culturally loaded, articulate perspectives

Goal – Given a case-study from involving media, science, education, law, or business that requires cross-cultural communication/negotiation to help move from focusing on what is similar to listening and finding others' perspectives, guide students in recognition of initial responses that deny and defend to thoughtful responses that respectfully challenge others seeking nuanced resolutions.

Step 1 – 1. Read case study. Identify the conflict

2. What is the nature of cultural disconnect?
3. What would be a typical/insensitive response?

Step 2 – 1. Reread step 1

2. What is the impact of attitudes/perspectives?
3. What is a more nuanced, integrated response?

Step 3 – feedback from community representative (OOO) on how to become advocates, those who respectfully challenge the disrespect/uninformed behavior of others?

RUBRIC

Components	4 Exceeds Proficiency	3 Attains Proficiency	2 Approaches Proficiency	1 Attempts Proficiency
<p>Background Information</p> <p>6/ Points</p>	<p>The background of information develops all elements clearly and logically with a great deal of detail. Interview conducted, reported and integrated</p> <p>6</p>	<p>The background of information develops most elements clearly and logically with a great deal of detail. Interview conducted and integrated</p> <p>5-4</p>	<p>The background of information develops some elements clearly and logically with some deal of detail. Interview presented not integrated.</p> <p>3-2</p>	<p>The background of information , develops few elements clearly and logically with limited detail. No interview conducted.</p> <p>1-0</p>
<p>Universal Design for Learning (UDL)</p> <p>Representation</p>	<p>The UDL plan is has multiple means of representation including perception, language/symbols, and comprehension with appropriate reasoning/support t and with ample detail.</p> <p>3</p>	<p>The UDL plan has multiple means of representation including perception, language/symbols, and comprehension with adequate reasoning/support and with sufficient detail.</p> <p>2</p>	<p>The UDL plan has multiple means of representation including perception, language/symbols, and comprehension with some support and detail.</p> <p>1</p>	<p>The UDL plan has multiple means of representation and includes little detail.</p> <p>0</p>

___/ 3 Points				
<p>Universal Design for Learning (UDL)</p> <p>Expression</p> <p>___/3 Points</p>	<p>The UDL plan has multiple means of expression including physical actions, skills/fluency, and executive functions with ample detail.</p> <p style="text-align: center;">3</p>	<p>The UDL plan has multiple means of expression including physical actions, skills/fluency, and executive functions with sufficient detail.</p> <p style="text-align: center;">2</p>	<p>The UDL plan has multiple means of expression including physical actions, skills/fluency, and executive functions with some detail.</p> <p style="text-align: center;">1</p>	<p>The UDL plan has multiple means of expression and includes with little detail.</p> <p style="text-align: center;">0</p>
<p>Components</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Exceeds Proficiency</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Attains Proficiency</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Approaches Proficiency</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Attempts Proficiency</p>
<p>Universal Design for Learning (UDL)</p> <p>Engagement</p> <p>___/ 3 Points</p>	<p>The UDL plan has multiple means of engagement including recruiting interest, sustaining effort/persistence, and self-regulation with ample detail.</p> <p style="text-align: center;">3</p>	<p>The UDL plan has multiple means of engagement including recruiting interest, sustaining effort/persistence, and self-regulation accurately with sufficient detail.</p> <p style="text-align: center;">2</p>	<p>The UDL plan has multiple means of engagement including recruiting interest, sustaining effort/persistence, and self-regulation accurately with some detail.</p> <p style="text-align: center;">1</p>	<p>The UDL plan has with multiple means of engagement with little detail.</p> <p style="text-align: center;">0</p>

<p>Mechanics</p> <p>Spelling</p> <p>Grammar</p> <p>General Organization</p> <p>Format</p> <p>___ / 3 Points</p>	<p>The UDL plan is modified without spelling, grammar, or organizational mistakes.</p> <p>3</p>	<p>The UDL plan is modified with few spelling, grammar, or organizational mistakes.</p> <p>2</p>	<p>The UDL plan is modified with several spelling, grammar, or organizational mistakes.</p> <p>1</p>	<p>The UDL plan is modified with many spelling, grammar, or organizational mistakes.</p> <p>0</p>
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Teacher(s): Dr. Fink, Dr. Leone

Time: Tues Lab 3-5, Thurs F2F 3-4

The Course Organizer

Student:

Course Dates: Spring 2014

This Course:

is about

Extending basic/introductory knowledge of special education into a wider interdisciplinary frame on exceptionality including direct experience with groups and individuals dealing with Disabilities. This course has applications to teaching, design, non-profit management through Extensive study and application of Universal Design for Learning/Living (UDL).

Course Questions:

1. What are the historical, political, social underpinnings of major initiatives regarding civil rights for people with disabilities?
2. What are the major components and applications of UDL in several contexts?
3. How do varying views of or bias towards disability affect programming, services, identities. How do organizations adapt?
4. What is "normal"? Who decides? What are the implications today and for future developments for groups and individuals that deal with disability.
5. How does an individual experience of disabilities support or debunk extremes of discrimination to "supercrip"?

SIP - repeated authentic application of professional skill - UDL plan

Content

1. understand big ideas
2. apply big ideas
3. understand and apply

Process

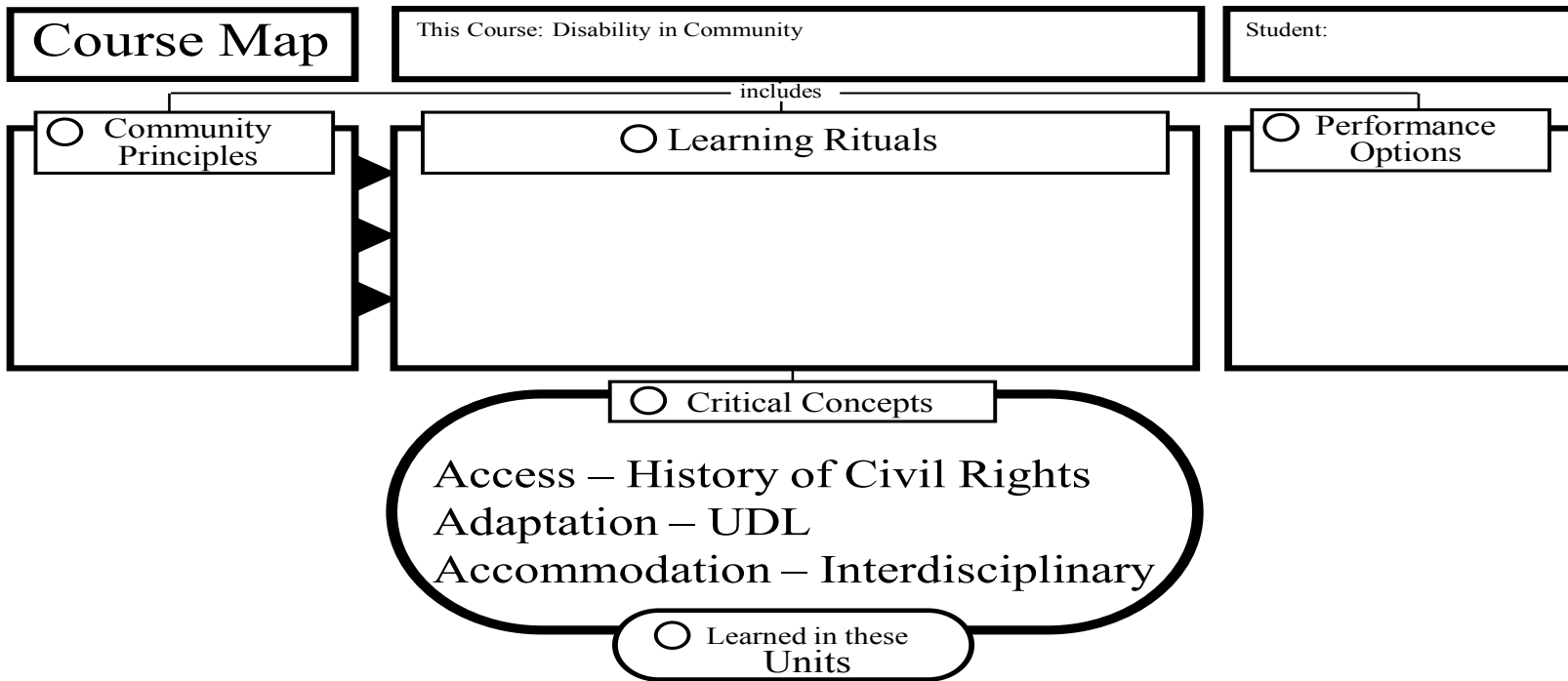
4. UDL #1
5. UDL #2
6. UDL #3
7. Misc

HOW:

1. Quiz
2. Labs (5 points each)
3. Final
4. Case study
5. Group leads discussion
6. proposal, project
7. participation

Value:

1. 30 point
2. 50 point
3. 40 point
4. 0 in clas
5. 20 point
6. 10, 30
7. 20



Access and Overview

UDL basics

History of Disability - Stigma

Education and Sociology

Case studies, group and individual case studies