

October 3, 2013

TO: Dr. Bernard A. Mair, Associate Provost for Undergraduate Affairs
Members of the General Education Committee

RE: Revised Syllabus for EEX 3093: Exceptional People: School & Society

Dr. Mair and Committee Members:

Thank you for the opportunity to resubmit the revised syllabus for EEX 3093: Exceptional People: School & Society. The course currently has Social Science and Diversity general education designations. The purpose of this letter is to address the concerns of the committee as outlined in Dr. Mair's memorandum of March 14, 2013.

Three concerns were noted in the memorandum:

(1) The Student Learning Outcomes were very general (taken verbatim from the general education requirements) and do not indicate any specific topics covered in the course.

Response to concern: The General Education Student Learning Outcomes table (p. 3) has been revised to include specific outcomes for each general education student learning outcome for Diversity and Social Science designations. The table has been further revised with the addition of a column that lists the specific assignments that assess each general education student learning outcome. The table also lists assessment tools for Communication. The syllabus now includes a list of topic-specific student learning objectives, as well as descriptions of assessments for general education student learning outcomes (pp. 3-6).

(2) There is no indication how the course relates to a discipline and no identification of what theories or methodologies are used in the course. From class observation and the syllabus, it is not clear how students can use the course to meet the SLOs.

Response to concern: The course description (p. 2) now addresses how this course is organized within the theoretical framework of disability studies; specifically, this course addresses 4 disciplines or perspectives (legal, medical, rehabilitative and sociological) that contribute to disability studies and our understanding of the treatment of persons with disabilities in our society. Course work includes 4 assignments that use discipline related methodologies: a qualitative legal case study methodology for analysis of a Supreme Court decision on discrimination under ADA (p. 21) and a quantitative usability methodology (p. 17) to collect data for 3 Field Analyses that assess separate issues of access and usability of the physical environment (mobility, recreational areas and building structures).

(3) The academic honesty statement in the syllabus includes a penalty for plagiarism that is almost trivial and does not make any distinctions between first-time and multiple-time offenders.

Response to concern: The wording in the syllabus has been revised to clarify the original intent of the instructor on issues of academic dishonesty. The syllabus now contains the university's honesty policy (p. 8) and makes distinctions for first time and multiple time offenders for both plagiarism (p. 18) and cheating on tests (p. 11). In addition, students are required to sign an honor code form (p. 37) that confirms their understanding of the penalties for plagiarism and cheating on tests for first time and multiple time offenders.

Additional Committee Concerns

Committee members expressed a number of concerns not listed in Dr. Mair's memorandum:

(1) There is no required text and the weekly reading appears to be very minimal.

Response to concern: The previous course syllabus embedded required readings within the directions for written assignments. The syllabus has been revised to include a separate listing of required readings and recommended resources (pp. 6-7) in addition to embedding them within the descriptions for written assignments (pp. 21-25) and field analyses (p. 17).

(2) We would recommend the syllabus include more information about Academic Honesty and the Student Code of Conduct.

Response to concern: The syllabus now contains the university's honesty policy and provides a link to university's regulations (p. 8). The syllabus has been revised to contain a section for expected student demeanor (p. 7) and provides a link to university's regulations (p. 7).

(3) Referencing the syllabus with various URLs relating to Gen Ed, Disabilities and Grade Challenges would make a more useful tool.

Response to concern: The syllabus now contains URLs for general education (p. 2), students with disabilities (p. 10), and grade challenges (p. 9). In addition, the syllabus contains links to university services and contact numbers for additional student support (p. 8).

The revised syllabus for EEX 3093: Exceptional People: School and Society meets the purpose, vision and mission of the University of Florida's institutional assessment for undergraduate courses by providing a curriculum that meets the university's commitment to the Three R's of SLOs—Recency, Relevance and Rigor. Course content reflects current knowledge and practice from four disciplines (legal, medical, rehabilitative and sociological) that contribute to disability studies. Course content, especially in the areas of law, medical advances and technology, is updated each semester. Course assignments are directly related to information, policies, perspectives and field related methodologies from those disciplines. Course assignments now require students to use critical thinking skills and field related methodologies to analyze not only our society's perceptions and treatment of persons with disabilities but their perceptions and treatment of persons with disabilities as well.

In addition, all course materials are available on the course site (online) to support student performance on course learning objectives and general education student learning

outcomes. The addition of grading rubrics for written assignments provides students with a resource that promotes precision and thoroughness of academic work.

I appreciate the opportunity to resubmit the syllabus and to address the committee's concerns.

Sincerely,

Mary Ann Nelson, Senior Lecturer
School of Special Education, School Psychology and Early Childhood Studies

Jean B. Crockett, Chair
School of Special Education, School Psychology and Early Childhood Studies

Tom Dan, Associate Dean
College of Education

EEX 3093 Exceptional People: School & Society Fall 2013

Course site: www.online.education.ufl.edu

Class Time: Tuesdays, 7th period
Thursdays, 7-8th periods
Carleton Auditorium

INSTRUCTOR

Dr. Mary Ann Nelson

Office: 1410 Norman Hall

Office hours for EEX 3093: 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)

Nikki Inman

Room B-6 Norman Hall

Email: expeople@coe.ufl.edu

The GA will check the course email daily.

TEACHING ASSISTANTS (TAs)

Room B-6 Norman Hall (In the basement of Norman Hall)

CLASS PROCEDURES

You will be assigned to a group that is directed by two Teaching Assistants (TAs). These TAs have already successfully completed the course. The TAs oversee student participation and are responsible for grading papers and the volunteer service project forms. Your specific TAs are assigned rows in the auditorium and attend every class. They will give you their contact information and other important information pertaining to the course.

When you have a problem or question, please check with your TAs. If your TAs are unable to assist you, then check with the graduate assistant via phone or email (email is better). If you need to discuss an accommodation that requires a change in class policy or grading, please make an appointment with Dr. Nelson.

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

D	Diversity	Assessment of Student Learning Outcomes
Content	<p><i>Know the roles of social structure and status of persons with disabilities within the United States.</i> Students will define disability categories, state the prevalence and define the culture of specific disability groups in our society</p>	Tests 1 and 2
Critical Thinking	<p><i>Analyze and evaluate their own cultural norms and values in relation to those of persons with disabilities</i> 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.</p>	Written Assignments (Papers 4 and 6) and Volunteer Project Analysis
	<p><i>Identify, evaluate and compare their own social status, opportunities and constraints with persons with disabilities</i> Students will compare and contrast their perceptions of persons significantly different from themselves through an evaluation of a 20 hour volunteer service project</p>	Volunteer Project Analysis
S	Social and Behavioral Sciences	
Content	<p><i>Know key themes, principles, and terminology within disability studies</i> 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.</p>	Tests 1 and 2
	<p><i>Know the history, theory, and/or methodologies used within disability studies.</i> Students will describe the history our society's treatment of persons with disabilities and will describe the characteristics of multiple models of disability.</p>	Tests 1 and 2 Written Assignments (Papers 2 and 6)
	<p><i>Identify, describe and explain social institutions, structures, and processes within disability studies.</i> Students will research and evaluate the goals, objectives and programs for persons with disabilities in the arts, entertainment and sports in our society.</p>	Written Assignment (Paper 6)
Critical Thinking	<p><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> Students will apply quantitative analysis to assess interaction of environment on persons with disabilities in three field analyses. Students will apply qualitative analysis to write a legal brief about a recent Supreme Court decision on discrimination under ADA.</p>	Field Analyses 1, 2, and 3 Written Assignment (Paper 2)
	<p><i>Assess and analyze ethical perspectives in individual and societal decisions about persons with sensory, cognitive and physical disabilities</i> 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>	Written Assignments (Papers 2, 4, 5, and 6) Test 2

Communication	<p><i>Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to disability studies, individually and in groups</i></p> <p>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.</p>	<p>Written Assignments</p> <p>Tests 1 and 2 Grading Rubrics (papers 2-6)</p>
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COURSE TOPICS

STUDENT LEARNING OBJECTIVES

ASSESSMENT OF GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Dates: August 29, September 5, 10

TOPIC: Sociological, Medical, Rehabilitative and Legal Disciplines

- Stereotyping, Sub-typing, Prejudice and Discrimination
- Models of Disability
- Disability Viewed Through the Disciplines of Law, Medicine, Rehabilitation and Sociology
- The American with Disabilities Act (ADA)
- Stereotypes, Myths and Facts about persons with disabilities

Student Learning Objectives:

1. Students will compare and contrast the characteristics of 6 models of disability.
2. Students will identify 6 myths and stereotypes about persons with disabilities and compare/contrast them to their own experiences as well as the attitudes /perceptions of persons with disabilities presented in class.
3. Students will state the legal definition of disability and differentiate between conditions/disorders that are/are not covered under ADA.
4. Students will identify the characteristics of the disability population in the United States.
5. Students will describe the purpose, the four components and requirements of the Americans with Disabilities Act as they relate to housing, education, transportation, employment, and access for persons with disabilities.
6. Given real life scenarios, students will classify the actions of the person within the scenario as indicative of stereotyping, prejudice, sub-typing or discrimination.
7. Using a (provided) legal case-study procedure, students will analyze and critique a recent legal action involving protection under the ADA. Students will argue for/against the ruling and justify their argument with their interpretation of the intent of ADA as it applies to the case.

Assessment of General Education Student Learning Outcomes:

Test 1 assesses the student’s comprehension of the following:

- key themes, principles, and terminology within disability studies
- history and theory used within disability studies
- roles of social structure and status of persons with disabilities within the United States

Paper 2-Legal Aspects assesses the student's ability to apply a legal case study methodology to examine the processes and means by which individuals make personal and group decisions about persons with disabilities and to assess and analyze ethical perspectives in individual and societal decisions about persons with disabilities (see p. 21).

Field Analyses of Visual Impairments, Physical Disabilities and ADA Compliance assess the student's ability to apply quantitative and qualitative analysis effectively to examine the effect of environment on persons with sensory and physical disabilities (see pp. 18-19).

TOPIC: Disability Categories

Dates: September 17, 26, October 3--**Visual impairments/Blindness**

Dates: September 19, 24, October 1, 8-- **Hard of Hearing/Deaf**

Dates: October 15, 17, 22, 24, 29, 31 November 5--**Physical Disabilities**
(Loss of limbs, Paraplegia/Quadriplegia, Multiple Sclerosis, Muscular Dystrophy, Spina Bifida, Cystic Fibrosis)

Date: November 12--**Learning Disabilities: Reading, Math and Writing**

Date: November 14--**Autism: An Introduction to the Autism Spectrum**

Definitions, Characteristics, Prevalence, Historical Treatment and Medical/Rehabilitative treatment of persons with sensory and physical disabilities

Student Learning Objectives:

1. Students will describe each disability category, listing its definition, characteristics, prevalence, historical treatment and current medical/rehabilitative treatment.
2. Students will identify and demonstrate appropriate social and workplace etiquette and communication when working with persons who have disabilities.
3. Students will compare and contrast the experiences and perspectives of multiple persons with disabilities, as well as their own, as they relate to physical access, transportation, housing, education, recreation and employment.
4. Students will summarize the characteristics and structure of American Sign Language and Signed English and differentiate between the two forms of communication.
5. Students will sign and interpret signs/phrases in American Sign Language.

Assessment of General Education Student Learning Outcomes:

Test 1 and 2 assess the student's comprehension of the following:

- key themes, principles, and terminology within disability studies
- history and theory used within disability studies
- roles of social structure and status of persons with disabilities within the United States
- communication with deaf and hard of hearing persons

Paper 3-Deaf and Blind assesses the student's ability to identify, evaluate and compare his/her own social status, opportunities and constraints with

persons with sensory disabilities (see p. 22).

Paper 4-Physical Disabilities assesses the student's ability to analyze his/her own cultural norms and values in relation to those of persons with disabilities (see p. 23)

Paper 5-Learning Disabilities assesses the student's ability to identify, evaluate and compare his/her own social status, opportunities and constraints with persons with learning disabilities (see p. 23).

TOPIC: TECHNOLOGY, ADVOCACY AND INITIATIVES FOR PERSONS WITH DISABILITIES

Dates: November 5, 19

Technological Advances (low tech and high tech) to aid mobility, communication and independence

National Organizations and Publications

Initiatives in the areas of arts, entertainment, recreation and sports

Corporate initiatives for employment of persons with disabilities

Student Learning Objectives:

1. Students will evaluate recent technological advances employed by medical and rehabilitative services, communication services, and private companies to aid and accommodate persons with disabilities.
2. Students will summarize the components of a business initiative whose goal is the increased employment of persons with disabilities.
3. Students will summarize the mission and goals of 3 national organizations that promote participation of persons with disabilities in arts, entertainment and sports. Students will compare the organizations' perspectives to their own.
4. Students will review and critique articles in publications that address the multiple issues of the disability population.
5. Students will complete online research on apps designed to accommodate disabilities and suggest appropriate apps for each disability category (blind, deaf, physical disabilities and learning disabilities).

Assessment of General Education Student Learning Outcomes:

Test 2 assesses the student's comprehension of the following:

- key themes, principles, and terminology within disability studies
- history and theory used within disability studies
- roles of social structure and status of persons with disabilities within the United States
- appropriate and inappropriate etiquette when socializing and working with persons with disabilities

Paper 6-Technology and Advocacy assesses the student's ability to identify social institutions, structures and processes within disability populations and to identify, evaluate and compare his/her own cultural norms and values in relation to those of persons with disabilities (see p. 25).

REQUIRED COURSE COMPONENT: VOLUNTEER PROJECT

A 20 hour volunteer project requires that the student works or aids a person who is significantly from him/her.

Student Learning Objective for Volunteer Project

1. After completing the 20 hour volunteer project, students will analyze their perceptions concerning a person who is significantly different from themselves in terms of identifying similarities and differences as well as summarizing any insights and conclusions that project has afforded them.

Assessment of General Education Student Learning Outcomes:

The **Volunteer Project Analysis** assesses the student's ability to analyze and evaluate his/her own cultural norms and values in relation to those of persons who are significantly different from him/her (see p. 32).

REQUIRED AND RECOMMENDED TEXTBOOKS/RESOURCES

REQUIRED: A course packet is available at Target copy and contains all course information and required forms. The price is \$10 (including tax). The course site (www.online.education.ufl.edu) contains links to required readings from the Internet, required readings for class and required videos.

REQUIRED READINGS, VIDEOS and WEBSITES

Links to articles and websites are posted on the course site

Power point Presentations for course topics are posted on the course website

All videos are available on the course website

Models of Disability

Legal Methodology <http://www.lib.jjay.cuny.edu/research/brief.html>

<http://law.findlaw.com/us/000/00-24.html>

ADA Methodology

pdf.aminer.org/.../quantitative_usability_evaluation_the_esprit_music_pr..

6 Stereotypes of Disability

Top Ten Negative Stereotypes of Disabled People

Easter Seals: Myths and Facts about People with Disabilities

<http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

<http://pbs.org/gwbh/misunderstoodminds/reading.html>

<http://www.studiostudio.nl/project-syslexiefont>

Fortune Magazine: May 13, 2002 *Overcoming Dyslexia*

The Gimp Dance Project

Foot and Mouth Artists

USA Paralympics

National Theater of the Deaf

<http://Sign4me>

RECOMMENDED:

Finger Spelling sites:

- (1) [http://GG Wiz's Fingerspeller](http://GGWiz.com) or [Google GG Wiz's Fingerspeller](http://Google.com)
- (2) Google ASLuniversity. Click on Finger Spelling Wallpaper or ABCs Finger Spelling Quiz for practice

ASL sites: These sites provide video libraries of ASL signs.

- (1) ASLuniversity.com
- (2) ASLpro.com

COURSE REQUIREMENTS and CLASS DEMEANOR EXPECTED BY INSTRUCTOR

1. Attend class, learn the names of your TAs, participate and buy the course packet.
2. There will be 2 tests. Both scores will be used toward calculating your final grade.
3. Written assignments will be assigned throughout the semester. They may not be done in collaboration with others. Papers can only be turned in by you and only at the time they are called for in class. You must be present in class in order to turn in your paper.
4. The course calendar is subject to changes. Announcement of changes will be made in class.
5. You will be expected to complete a 20 hour volunteer service project over the course of the semester. This project provides a *direct* experience with a person or persons significantly different than you.
6. Class will begin on time. If there are guest speakers, late students may not be admitted.
7. Turn your cell phones off. Do NOT take out cell phones during testing (even if you are finished with the test).

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.

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

University Police 392-1111 or

9-1-1 for emergencies.

GRADES

The course grade will be determined as follows:

<u>2 tests @ 250 pts</u>	500 points
<u>Field Analyses/Written Assignments</u>	300 points
<u>Volunteer Service Project</u>	200 points

Volunteer Verification Form 20 pts
Volunteer Log Form 40 pts
Volunteer Analysis Form 40 pts
Volunteer Evaluation Form 100 pts

Total 1000 points

CRITICAL DATES for assignments are listed on the Course Calendar

Grading Scale

A 920-1000 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

COURSE GRADE: Your course grade will be based on the total points earned. The course grade may be an I 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.

PETITIONS-ASSIGNMENT GRADES, GRADE CHANGES

If you disagree with an assignment grade, please contact the graduate assistant or Dr. Nelson. For additional information: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

CLASS ATTENDANCE, MAKE-UP TESTS 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>

Missed assignments and tests may be made up with documentation of absence. Policies and procedures for missed assignments and tests are further explained on page 17 of the syllabus.

UF STUDENTS WITH DISABILITIES

If you are requesting accommodations for a disability, please email expeople@coe.ufl.edu or Dr. Nelson (nelsonma@coe.ufl.edu) during the first two weeks of class to make an appointment to discuss accommodations. A letter from DRC is required.
For additional information: <http://www.ufl.edu/disability/>

ONLINE COURSE EVALUATION PROCESS

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>.

TEST INFORMATION AND PROCEDURES

Test dates and times will be announced in class and are listed on the course calendar in this packet.

Tests and grading are coordinated by the Graduate Assistant. Please see the Graduate Assistant for any questions or problems with testing and grades. The Graduate Assistant will be available during office hours, as announced, in Room B-6, Norman Hall and he/she is always available by email: expeople@coe.ufl.edu

Additional test information:

1. Each test will consist of fill in the blank, true/false, multiple choice, or short answer items. Make up tests are usually short answer tests.
2. Each test covers course content and assignments.

Please be aware of these test instructions:

1. **If you are late for either test session, you may take the test when you arrive with a 50 pt penalty.**
2. You must sign in with your TAs before taking the test.
3. Sit facing forward. Use a cover sheet. Do not wear hats or sunglasses.
4. No phone use during test sessions. Do not use your phone even if you have finished the test.
5. Make sure your name and number (TAs will assign you a number) are legibly written on the test paper.
6. Keep your answer sheet covered at all times.
7. Remain seated until dismissed. All students will be dismissed at one time.
8. You must have a driver's license, passport, or a UF student photo ID if your TAs are instructed to check identification.

Suspicion of Cheating: If a student is suspected of cheating on the test either by giving or receiving answers, then the instructor will report the incident to the Dean of Students office. 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.

VOLUNTEER SERVICE PROJECT

The volunteer service project is designed to provide you with the experience of interacting and working **with people** who are **significantly** different than you in some way. Working at an animal shelter is not permitted.

The project is worth 200 points toward your final grade. You are expected to complete at least 20 hours of volunteer work in one community agency that provides a service to people. You may also work with an individual. That individual (or his or her parents/ guardians) will be your supervisor.

Procedures for Volunteer Service Project

- a. If you choose to find your own volunteering site and you need some ideas, Google *Volunteering in Alachua County*. You do not have to use the site, but your volunteer assignment must be working with people significantly different than yourself. You may volunteer at home or in this area.
- b. Just organizing or volunteering at charity events (Dance Marathon, Relay for Life, March of Dimes) will not be accepted.
- c. You may **NOT** volunteer at your church, temple, or mosque. However, if your religious organization performs outreach/mission activities for people who are significantly different than you, then this may fulfill the volunteer requirement.
- d. There is a 10 point deduction if you fail to turn in the volunteer verification form on time. (see critical dates on course calendar). If you change your volunteer placement, submit a new form to your TAs.
- e. Hours completed at one volunteer site will not be carried over from placement to placement; any change in placement requires the graduate assistant's permission and will require you to complete 20 hours in the new position to receive full credit. **All hours must be completed with one agency or with one individual under the guidance of one supervisor.**

Paperwork Requirements for Volunteer Service Projects

Volunteer Placement Verification Form (20 points) must be completed and submitted to your TAs. A placement change requires a new form. An extra form is provided in the course packet.

Volunteer Project Evaluation Form (100 points) must be completed by your volunteer placement supervisor at the end of the required hours. It must be mailed by your supervisor and received by the deadline on the calendar. An extra form is included in the course packet. Two addressed envelopes are also included in the course packet. Your supervisor may fax the volunteer evaluation form to Dr. Nelson
FAX: 352 392 2655. Attn: Dr. Nelson

A suggested grade of A or B by your supervisor earns 100 pts. A suggested grade of C+ (or lower) earns the point total on the volunteer evaluation form.

If you are volunteering at St. Francis House, you must pick up the volunteer evaluation and bring it directly to Dr. Nelson (you do not need to mail it).

It is your responsibility to provide a stamped, addressed envelope to the volunteer project supervisor. Two addressed envelopes are included in the course packet.

If you lose the two envelopes provided in the syllabus packet, use this address:

EEX 3093 TAs Names _____
PO Box 117050 Norman 1403
University of Florida
Gainesville, FL 32611-7050

Volunteer Project Analysis Form (40 points) must be submitted to your TAs after the volunteer placement is completed. The due date is listed on the course calendar, but you may turn in the volunteer analysis any time after the hours are completed.

Volunteer Log Form (40 points) You will be expected to keep a log that reports your volunteer activities. The log should include the exact hours spent at your placement and a description of how you spent your time each day. Make sure you write out a description for each volunteer time slot. Do not use ditto marks or write "same as above" on log entries. The due date is listed on the course calendar. You may turn in the volunteer log form any time after your hours are completed. Logs that are incomplete or contain ditto marks (or same as above, etc.) will be given half credit (20 pts).

When the Volunteer Evaluation Form Does Not Show 20 Hours:

If your volunteer evaluation form (signed and mailed by your supervisor) does **NOT** show 20 hours, you must have your volunteer supervisor sign and date your volunteer log to verify that you completed 20 hours of volunteer service. This signature must be the person you listed as supervisor on your volunteer verification form.

E E X 3 0 9 3 Course Calendar with Critical Dates

DAY	DATE	TOPIC	CRITICAL DATES (bold type)
Thurs	Aug 22	Introduction to class TA Meeting	
Tues	Aug 27	Review Course Syllabus/Course packet Review Volunteering Requirement	
Thurs	Aug 29	Overview of Models of Disability. Overview of Terminology: Stereotyping, Discrimination and Disabilities	3:00 Orientation for Volunteering at St. Francis House
Tues	Sept 3	Assignment: Review of the syllabus and completion of Paper 1-Syllabus	
Thurs	Sept 5	Overview: The Americans with Disabilities Act. History of the ADA Video: Early initiatives for inclusion of persons with disabilities TA group assignments-meet your TAs TAs will assign you a number for course assignments and paperwork	Paper 1-Syllabus due to your TAs
Tues	Sept 10	The Law: Americans with Disabilities Act Components of the ADA Video: ADA compliance for employment	Honor Code/Syllabus Agreement Form due Photo Consent Form due
Thurs	Sept 12	Finger Spelling—Communicating with the Deaf and Hard of Hearing Overview: Directions for Paper 2	Volunteer Project Verification Form due
Tues	Sept 17	Vision Impairments, Blindness An introduction to visual impairments Categories, Definitions, Prevalence	
Thurs	Sept 19	Video-Through Deaf Eyes The history of the deaf in America: housing, employment, education, deaf culture	Paper 2-Legal Aspects due
Tues	Sept 24	Deaf: Guest Speaker, Dr. Glenna Ashton Topic: Deaf culture	

Thurs	Sept 26	Field Analysis: Visual Impairments (A-K) Sociological Perspective: The Social Model of Disability Meet in Carleton, collect data, return to Carleton, interact with guest speaker, and analyze data.	Bring scarf, bandana, or tie Field Analysis 1: Visual Impairments
Tues	Oct 1	American Sign Language. Introduction, Background and ASL signs	
Thurs	Oct 3	Field Analysis: Visual Impairments (L-Z) Sociological Perspective: The Social Model of Disability Meet in Carleton, collect data, return to Carleton, interact with guest speaker, and analyze data.	Bring scarf, bandana or tie Field Analysis 1: Visual Impairments
Tues	Oct 8	American Sign Language. ASL Signs and Phrases. Test 1 Review	
Thurs	Oct 10	Test 1 Group 1 A-K (2:00-2:30) Group 2 L-Z (2:45-3:15)	Sign in with your TAs
Tues	Oct 15	Physical Disabilities-Medical Perspective Defining Physical Disabilities	
Thurs	Oct 17	Physical Disabilities-Case Study-Sociological Perspective Video: 30 Days in a Wheelchair	Paper 3-Deaf and Blind due
Tues	Oct 22	Physical Disabilities-Support/Organizations	
Thurs	Oct 24	Field Analysis: Physical Disabilities (A-K) Legal Perspective: ADA compliance Meet in Carleton, collect data, return to Carleton, analyze data	Field Analysis 2: Physical Disability
Tues	Oct 29	Physical Disabilities-Medical/Rehabilitative Perspective-Technology	
Thurs	Oct 31	Field Analysis: Physical Disabilities (L-Z) Legal Perspective: ADA Compliance Meet in Carleton, collect data, return to Carleton, analyze data	Field Analysis 2: Physical Disability
Tues	Nov 5	Physical Disabilities Sociological and Medical/Rehabilitative Perspectives: Sports, Recreation, Technology and Advocacy	
Thurs	Nov 7	Field Analysis: Legal Perspective: ADA Compliance. Sign in with TAs. Collect data, analyze findings.	Bring ruler/tape measure and ADA assignment pages in course packet Field Analysis 3: ADA Compliance

DAY	DATE	TOPIC	Critical Dates (in bold type)
Tues	Nov 12	Learning Disabilities: Legal and Educational Perspectives: Reading, Math and Writing	
Thurs	Nov 14	GA Lecture: Introduction to Autism Spectrum Test 1 Make up	Paper 4-Physical Disabilities due
Tues	Nov 19	Disability Etiquette in the Workplace	Paper 5- Learning Disabilities due
Thurs	Nov 21	Test 2 A-K (2-2:30) L-Z (2:45-3:15)	Sign in with your TAs Volunteer Evaluation Form should be mailed by your supervisor this week or the beginning of next week
Tues Thurs	Nov 26 Nov 28	Analysis of Volunteering Project Happy Thanksgiving	Complete paperwork for volunteering project (volunteer log and volunteer analysis)
Tues	Dec 3	TA-Student Conferences Field Analysis Make up Test 2 Make up	Volunteer Log Form and Volunteer Analysis Form due Paper 6-Technology and Advocacy due
Thurs	Dec 5	TA Workday in Norman B6	We will be available in Norman B6 from 10-3

Policies and Procedures: When You Miss Class Assignments and Tests

TAs take attendance for classes when Field Analyses and Tests are scheduled. Observance of a religious holiday is an excused absence and does not require documentation (see procedures below).

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>

Written Assignments, Field Analyses and Tests

Because we accept papers *only from you* in class, we do not accept emailed papers or papers you give to a friend to hand in.

If you miss class and miss handing in a paper, completing a field analysis or taking a test **because of an illness**, attach doctor's documentation to late paper and turn it into the Graduate Assistant the following class period. Make up days for field analyses and tests are listed on the course calendar.

If you miss class and miss handing in a paper, completing a field analysis or taking a test **because of a death in the family**, attach funeral program to late paper and turn it into the Graduate Assistant the following class period. Make up days for field analyses and tests are listed on the course calendar.

If you have a **medical condition or disability** that prevents you from attending class, Dr. Nelson must have documentation of the disability from the Dean of Students Office (Disability Resource Center) or a doctor. You must contact expeople@coe.ufl.edu before class begins to inform us that you will not be attending class. You may turn in the paper when you return to class and make up days for field analyses and tests are listed on the course calendar.

If you miss class to observe a **religious holiday**, notify the GA at www.expeople.coe.ufl.edu and she/he will accept the paper at the next class meeting. No documentation is necessary. Make up dates for field analyses and tests are listed on the course calendar.

In addition, the following situations are considered excused absences and assignments and tests may be made up (see course calendar)

- documentation of airline tickets bought **BEFORE** semester began
- documentation of a job interview
- documentation of a test session (GRE, GMAT, etc)
- documentation for court appearances

Note: Weddings are wonderful occasions, as are family vacations, but these are not excused absences.

General Information- Field Analyses and Written Assignments

The course requires 3 Field Analyses:

Impact of Environment on Persons with Visual Impairments

Impact of Environment on Persons with Physical Disabilities

Impact of Environment on Persons with Disabilities: ADA Compliance

Field Analyses are worth 40 points (see descriptions). TAs oversee field analyses. In order to receive full credit for data collection and analysis, you must sign in with your TAs and remain with your TAs. Full credit is given if you follow directions, bring necessary materials and actively participate until dismissed by your TAs. If you sign in, but do not hand in the Field Analysis form, then you will receive no credit.

Dates for Field Analyses are listed on the course calendar.

Field Analyses use an ADA Methodology:

pdf.aminer.org/.../quantitative_usability_evaluation_the_esprit_music_pr..

ADA-Methodology

The main objective with usability evaluation methods is to identify issues with the environment that hinders the user from performing their work efficiently and effectively.

The objectives of the ADA-method are to identify crucial aspects of the environment that identify usability problems related to inadequate functionality of the environment,

- To be a basis for further analysis and discussions concerning improvements of the system,
- To identify the most important problems, not necessarily all of them.

The ADA-method is based on a mixture of observations, interviews and questionnaires.

Written Assignments

Written assignments are worth 30 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.

Papers are double spaced, 12 point font, and 1 inch margins.

Papers must be signed (top or bottom) and numbered (TAs will provide you with your number)

Due dates for written assignments are listed on the course calendar (See critical dates)

Written assignments are graded by your TAs. Each paper has a grading rubric that TAs will use and is included in the descriptions of papers. In addition, you may be penalized for the following errors:

- 10 Paper length is not 2 to 3 pages long. Exception: Paper 1-no length requirement
- 5 Paper is not signed or numbered
- 10 3 or more mistakes (grammar, punctuation, spelling)
- 30 Paper does not follow instructions
- 30 A zero for the assignment if any part of the paper is plagiarized. Plagiarism is a violation of UF Student Code of Conduct and students who plagiarize will be reported to the Dean of Students. If it is a first offense, the instructor will recommend a zero for the paper and at least a one grade reduction in the class. If this is not the first reported offense to the DSO, then the instructor will recommend a failing grade in the class.

Description/Instructions for Field Analyses

Policy on Attendance for Field Analyses

If you sign in with your TAs after a Field Analysis has started, TAs will award half pts (20) if you are present by 2:15 PM. No points will be awarded if you arrive after 2:15 PM.

Field Analysis 1: Impact of Environment on Visual Impairments (40)

General directions: You will sign in with your TAs in Carleton Auditorium. Your TAs award points for coming prepared and participating with another member of your TA group in this field analysis. TAs will provide an observation/analysis form for you and your partner to complete. Make sure both of your names are on the form. Your TAs may deduct 20 points for being late or 20 points for coming unprepared with materials. No credit is given after 2:15 PM. Return to Carleton Auditorium at the designated time to complete observation and analysis form. Your form will suffice for signing out.

Directions for Field Analysis

You will collect data about the impact of the environment on persons with visual impairments as you navigate the University of Florida campus from Carleton Auditorium through Turlington Plaza to the Reitz Union. You will have two sets of observations: observations of the impact of the environment on a person with a visual impairment and observations of the impact of the environment on a person who is guiding a person with a visual impairment.

You will collect data on the physical environment using the provided ADA Methodology: width and surface of sidewalks, steps, and pavement, location of curbs, vegetation, crosswalks, handrails for steps, ramps, noise, traffic, and pedestrian traffic.

You will analyze the data as it relates to ADA compliance. In addition, you will use your data to agree or disagree with the Social Model of Disability that posits that our society creates barriers that impede the integration of persons with disabilities. If you believe that there is room for improvement in terms of integration of persons with

disabilities, suggest “reasonable” (ADA wordage) accommodations for persons with visual impairments.

Field Analysis 2: Impact of Environment on Physical Disabilities (40)

General Directions: You will sign in and out with your TAs at Carleton Auditorium due to the construction at the Reitz Union. Stay with your TAs. TAs will provide an observation/analysis form for you to complete by yourself. TAs may deduct 20 points for being late or all points for unsatisfactory participation. No credit will be given after 2:15 PM. Return to Carleton Auditorium at the designated time to complete analysis form. The form will suffice for signing out.

Directions for Field Analysis

You will collect data about the impact of the environment on persons with physical disabilities, specifically, a person who has the lost range of movement in one or both hands as you participate in recreational activities at the Reitz Union Game Room.

You will collect data on the physical environment using the provided ADA Methodology: entrance doors, physical layout of the game room, counters, seats, equipment, bowling lanes and pool tables, and adaptive devices. You will collect data on using the equipment and playing games in the Game Room for a person with a physical disability.

You will analyze the data as it relates to ADA compliance. Using your knowledge of ADA compliance and the rights of persons with disabilities, suggest “reasonable” (ADA wordage) accommodations for the inclusion of persons with physical disabilities in the Reitz Union Game Room.

The Social Model of Disability posits that our society creates barriers that impede the integration of persons with disabilities. Use your data to agree or disagree with this statement as it relates to Reitz Union Game Room.

Field Analysis 3: ADA Compliance (40)

General Directions: You will sign in with your TAs in Carleton Auditorium. Your TAs have been assigned an area/building on UF campus and will accompany you to the site. Stay with your TAs for this field analysis. TAs may deduct 20 points for being late. You will complete the ADA compliance analysis (in course packet) and submit it instead of signing out. Return to Carleton Auditorium at the designated time, complete analysis and turn it into your TAs.

Directions for Field Analysis

You will collect data on one (UF) building’s compliance with ADA as it relates to the physical environment. You will collect data on available parking for persons with disabilities, access to all floors and rooms in the building, width of hallways and handrails for stairs, restrooms and water fountains, location of Braille markers and location of elevators. Using your knowledge of ADA compliance and the rights of persons with disabilities, suggest “reasonable” (ADA wordage) improvements for inclusion of persons with disabilities within your assigned building.

Descriptions/Instructions for Written Assignments

Paper 1-Syllabus (30 pts)

The paper will familiarize you with course requirements and procedures. Number your paper from 1-30 (1 pt each) and answer the following. You do NOT need to double space on this paper; there is no paper length requirement for this paper.

1. Instructor's name, office location and number and email
2. GA's name and email address for course
3. Course web address
4. List one general education student learning outcome for Diversity.
5. List one general education student learning outcome for Social/Behavioral Sciences.
6. The course topics and student learning objectives are located on pages _____.
7. What is the instructor's policy on cell phone use during class and during tests?
8. How many tests? What is the point value per test?
9. How many total points can be earned for the volunteer requirement?
10. Activities are worth _____ points each; papers are worth _____ points each.
11. If the volunteer component is not completed, the course grade will be an _____.
12. Can you tape, reproduce or sell lecture/ppt presentations without prior permission from the instructor?
13. UF students with disabilities who are requesting accommodations must contact the instructor within the first _____ weeks of class.
14. What is the penalty for being late to a test session?
15. Tests are comprised of fill in the blank, true-false, multiple choice or _____ questions.
16. You must sign in with your TAs before each test. True or False.
17. Recommended penalty for cheating on a test (1st offense)?
Answer yes or no for questions 18-27.
18. Students must sign in and out for Blind Walk and Reitz Activities.
19. Students must sign in for the ADA Activity.
20. Papers must be double spaced, with 12 pt font, have 1 inch margins and be signed.
21. You must be present in class in order to turn in a paper.
22. Required length for papers 2-6 is 2 to 3 pages.
23. Penalty for plagiarism is a zero for the paper and a recommendation to the Dean of Students for at least a one grade reduction in the class.
24. You may volunteer 20 hours with 1 agency/individual or you may volunteer 20 hours under 1 supervisor.
25. Organizing and/or volunteering at charity events fulfills the course requirement.
26. You must have your supervisor fill out and mail the volunteer evaluation (you provide the stamped envelope).
27. If you are volunteering at St. Francis House, you must pick up the volunteer evaluation and bring it directly to Dr. Nelson.
28. Under what condition does your volunteer log HAVE to be signed by your supervisor?

Complete this question in class on Thursday, Sept 5 when TA groups are announced.

What are the names of your TAs?

29. _____ 30. _____

Paper 2-Legal Aspects (30 pts) The Legal Perspective

This paper requires you to write a student brief of an ADA case, PGA TOUR, INC. v. MARTIN—Supreme Court. A comprehensive student brief includes the following elements:

1. Title *(Title has been filled out for you—see grading rubric)*
2. Facts of the Case
3. Issues
4. Decisions (Holdings)
5. Reasoning (Rationale)
6. Separate Opinions
7. Analysis

A complete explanation of what is required under the 7 elements can be found at <http://www.lib.jjay.cuny.edu/research/brief.html> under STUDENT BRIEFS. Your paper does not need to include all that is discussed in STUDENT BRIEFS. Follow the rubric below for required elements and contents of each element to include in your paper.

The link for the case can be found at <http://laws.findlaw.com/us/000/00-24.html>

PGA Tour, Inc. v. Martin-FindLaw.

Use the elements as headings in your paper.

Grading Rubric: Your TAs will use the following rubric to grade your paper.

Element	Satisfactory	Unsatisfactory
Title of Case	Title is listed correctly PGA TOUR, INC. v. MARTIN	
Facts of the Case	1. One sentence description of the nature of the case. 2. A statement of the relevant law. 3. A summary of the complaint. 4. Relevant evidence/arguments to support the complaint (5 pts)	Omits nature of the case, relevant law, summary of the complaint, or does not provide evidence/arguments to support the complaint (0 pts)
Issues	States the ADA issue (5 pts)	Incorrect ADA issue/ omits ADA issue (0 pts)
Decisions (holdings)	Summarizes the court's answer (5 pts)	Incorrectly summarizes or omits the court's answer (0 pts)
Reasoning (rationale)	Summarizes the court's rationale (5 pts)	Incorrectly summarizes or omits the court's rationale (0 pts)
Separate Opinions	Summarizes the dissenting opinion (5 pts)	Incorrectly summarizes or omits the dissenting opinion (0 pts)
Analysis	Debates the "rightness" of the decision by justifying the logic or reasoning behind the decision (5 pts)	Does not justify the logic or reasoning behind the decision. (0 pts)
		(-5) Paper is not signed and numbered (-10) Paper length is not 2-3 pages (-10) 3 or more mistakes in spelling, grammar, or punctuation (-30) Does not follow directions

Paper 3-Deaf and Blind (30 pts) Sociological and Legal Perspectives

There are four parts to this paper.

The first part of the paper requires you to compare and contrast the experiences of the two Gallaudet basketball players. Compare and contrast their family experiences, educational experience before attending Gallaudet, why they decided to attend Gallaudet, and their perspectives on playing basketball as a deaf athlete.

The second part requires you to choose a recreational activity or sport that you play, and predict 5 difficulties that would be present if you were deaf. Propose how you would overcome those difficulties.

The third part of the paper requires you to “dine in the dark” with a friend. You may dine in or out, but no “finger food” such as pizza. You must be blind for the entire event: (if at a restaurant) finding your seat at a table, ordering from the menu, eating, paying for the dinner OR (if at home) finding your chair, eating, clearing the table and washing the dishes or loading the dishwasher.

Describe the experience and discuss 3 personal observations of the event.

The fourth part of this paper requires you to examine the following scenario: If you were suddenly unable to see and wanted to continue as a student at UF, list 5 difficulties you would have (e.g., housing, employment, transportation, education, social events) and propose a way to accommodate each difficulty.

Grading Rubric: Your TAs will use the following rubric to grade your paper.

	Satisfactory	Unsatisfactory
Part 1	Compares and contrasts family experiences, educational experience before attending, why they chose Gallaudet, and their perspectives on playing basketball as a deaf athlete (10 points)	Does not compare and contrast family experiences, educational experience before attending, why they chose Gallaudet and their perspectives on playing basketball as a deaf athlete (0 points)
Part 2	Predicts 5 difficulties and proposes a way to overcome each difficulty (5 points)	Does not predict 5 difficulties and does not propose a way to overcome each difficulty (0 points)
Part 3	Describes the experience of dining in the dark and discusses 3 personal observations of the event (10 points)	Does not fully describe the experience and does not discuss 3 personal observations (0 points)
Part 4	Discusses 5 difficulties and proposes a way to overcome each difficulty (5 points)	Does not discuss 5 difficulties and does not propose a way to overcome each difficulty (0 points)
		(-5) Paper is not signed and numbered (-10) Paper length is not 2-3 pages (-10) 3 or more mistakes in spelling, grammar, or punctuation (-30) Does not follow directions

Paper 4-Physical Disabilities (30 pts) Sociological Perspective

You will review and assemble information from multiple resources for this paper:

From the Internet:

1. 6 Stereotypes of Disability (From Disabled We Stand)
2. Top Ten Negative Stereotypes of Disabled People
3. Easter Seals: Myths and Facts About People with Disabilities

From presentations in class:

1. Ray Crockett (*30 Days in a Wheelchair*)
2. Mark Zupan (*Murderball*)
3. Charlie and his parents (*Without Pity*)
4. The Hoyt Team (*CAN*)
5. Tisha Unarmed
6. Bonnie Consolo (*A Day in the Life.....*)
7. Arron Fotheringham (*Hard Core Sitting*)
8. Sunni (*K-9 to Five*)
9. Other persons (appearing in the above videos) whose perspective you wish to examine

Choose 6 stereotypes, negative stereotypes or myths/facts from the Internet articles (any combination from the three sites).

Explain the stereotype or myth and indicate whether it is a stereotype or myth that you currently believe or that your past experiences led you to believe was true. Cite examples from the persons listed above and explain how they either perpetuate/dispel the stereotype or myth.

Grading Rubric: Your TAs will use the following rubric to grade your paper.

Satisfactory	Unsatisfactory
Student discusses and explains 6 stereotypes/myths from Internet sites (10 pts)	Student does not discuss and explain 6 stereotypes/myths (0 pts)
Student cites specific examples of persons in videos that either perpetuate/dispel the 6 stereotypes/myths. Student indicates what the person says or does to perpetuate/dispel the stereotype/myth (10 pts)	Student does not cite specific examples for all 6 stereotypes/myths Student does not indicate what the person says or does to perpetuate/dispel the stereotype/myth (0 pts)
Student indicates personal perspective on all 6 stereotypes/myths. (10 pts)	Student does not indicate personal perspective on all 6 stereotypes/myths (0 pts)
	(-5) Paper is not signed and numbered (-10) Paper length is not 2-3 pages (-10) 3 or more mistakes in spelling, grammar or punctuation (-30) Does not follow directions

Paper 5-Learning Disabilities (30 pts) Legal and Educational Perspectives

You will review and assemble information from multiple resources for this paper:

1. The instructor’s lecture on Learning Disabilities; Reading, Math and Writing
2. The FAT City video
3. Fortune Magazine May 13, 2002 *Overcoming Dyslexia*
4. Misunderstood Minds

www.pbs.org/wgbh/misunderstoodminds/attention.html

Click on Experience Firsthand: Visual Activity, Auditory Activity; Attention Video

www.pbs.org/wgbh/misunderstoodminds/reading.html

Click on Experience Firsthand: Decoding Activity, Memory Activity; Reading Video

5. <http://www.studiostudio.nl/project-dyslexiefont>

Click on dyslexie typeface

Click on sample texts

Your paper has two parts. **For the first part**, you will compare and contrast the experiences (and perspectives on their disability) of the 4 CEOs (Fortune Magazine), the “LD” experiences of participants in the FAT City video, and your experiences while viewing the Misunderstood Minds simulations. **For the second part**, you will justify the use of a dyslexie font. In other words, what are the characteristics of dyslexic learners that suggest that the use of a different font might increase their ability to read more fluently?

Grading Rubric: Your TAs will use the following rubric to grade your paper.

Paper	Satisfactory	Unsatisfactory
Part 1	Thoroughly compares and contrasts the experiences of 4 CEOs, the “LD” participants and their own experiences with LD simulations. Cites specific examples from resources to support ideas. (20 pts)	Does not thoroughly compare and contrast the experiences of 4 CEOs, the “LD” participants and their own experiences with LD simulations. Does not cite specific examples from resources to support ideas. (0 pts)
Part 2	Justifies the use of a dyslexie font by summarizing at least 7 of the characteristics of dyslexic learners (10 pts)	Summarizes less than 7 of the characteristics of dyslexic learners (0 pts)
		(-5) Paper is not signed and numbered (-10) Paper length is not 2-3 pages (-10) 3 or more mistakes in spelling, grammar, or punctuation (-30) Does not follow directions

Paper 6-Technology and Advocacy (30 pts) Sociological and Medical/Rehabilitative Perspectives

There are three parts to this paper.

The first part requires you to search the Internet for apps that will provide persons with disabilities with a way to accomplish something that is currently difficult to do. You will find an app for each of the following disabilities, describe the app, list the price, and discuss/predict how the app would be beneficial.

1. A physical disability
2. Visual impairment or blindness
3. A communication issue
4. A learning disability (One of the following: reading, mathematics, attention, writing, spelling, organizational skills)
5. Deafness

The second part requires you to investigate one of the following organizations:

The Gimp Dance Project

Foot and Mouth Artists

USA Paralympics

National Theater of the Deaf

Summarize the goals and activities of the organization and defend how the organization promotes the well being and inclusion of persons with disabilities in the arts or in sports.

The third part of this paper requires you to read and critique the following article in the Ragged Edge Magazine:

<http://www.raggededgemagazine.com/archive/aware.htm>

The author’s point of view is strongly stated. Your assignment is to agree or disagree with 5 points in the article (any combination of agreement/disagreement). If you agree or disagree, cite evidence from course material and activities, personal experience or other sources to substantiate your position.

Grading Rubric: Your TAs will use the following rubric to grade your paper.

	Satisfactory	Unsatisfactory
Part 1	Student lists and describes an app for each of the 5 disability categories Student lists prices for the 5 apps Student discusses/predicts benefits of the 5 apps (10 points)	Student does not list or describe an app for each of the 5 disability categories Student does not list prices for the 5 apps Student does not discuss/predict benefits of the 5 apps (0 points)
Part 2	Student summarizes the goals and activities of one organization Student defends the organization’s goals (10 points)	Student does not summarize the goals and activities of one organization Student does not defend the organization’s goals (0 points)
Part 3	Student agrees/disagrees with 5 points from the article Student cites evidence for each point of agreement/disagreement (10 points)	Student does not agree/disagree with 5 points from the article Student does not cite evidence for each point of agreement/disagreement (0 points)
		(-5) Paper is not signed and numbered (-10) Paper length is not 2-3 pages (-10) 3 or more mistakes in spelling, grammar, or punctuation (-30) Does not follow directions

PART TWO—COURSE PACKET

GRADE WORKSHEET

VOLUNTEER PROJECT LOG FORM (4)

VOLUNTEER PROJECT ANALYSIS FORM

VOLUNTEER PROJECT EVALUATION FORM (2)

VOLUNTEER PROJECT VERIFICATION FORM (2)

SYLLABUS/HONOR CODE AGREEMENT FORM

PHOTO CONSENT FORM

AMERICAN SIGN LANGUAGE SIGNS AND PHRASES

FIELD ANALYSIS-ADA COMPLIANCE FORM (2 PAGES)

EEX 3093 Grade Worksheet

Keep up with your grades!

Honor code/syllabus agreement _____yes

Photo Consent _____yes

Part One: Field Analyses and Written Assignments with Point Values

Field Analyses

Visual Impairments 40 _____

ADA Compliance 40 _____

Physical Disabilities 40 _____

Written Assignments

Paper 1-Syllabus 30 _____

Paper 2-Legal Aspects 30 _____

Paper 3-Deaf and Blind 30 _____

Paper 4-Physical Disabilities 30 _____

Paper 5-Learning Disabilities 30 _____

Paper 6-Technology/Advocacy 30 _____

Total (300) _____

Part Two: Tests (250 points each)

Test One Points _____

Test Two Points _____

Total _____

Part Three Volunteer Service Project (200 points)

Volunteer Placement Verification Form Points (20) _____

Volunteer Project Evaluation Form Points (100) _____

Volunteer Project Analysis Form Points (40) _____

Volunteer Project Log Form Points (40) _____

Total _____

Note: Volunteer Evaluation Form: Suggested grade A or B = 100 pts

Note: Volunteer Evaluation Form: Suggested grade C+ or lower earns point total on evaluation form

Total pts for Parts 1, 2, and 3 _____

Final Pts/Grade _____

- A 920-1000 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
- D- 600-619 E 599 and below

EEX 3093
VOLUNTEER PROJECT LOG FORM

Due Date: See Calendar

Fill in each volunteer time slot. If you do not complete 20 hours before your volunteer evaluation sheet was filled out by your supervisor, have your supervisor sign and date this log.

Student Name _____

ID Number _____ TAs Names _____

Agency _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

Supervisor: Please sign and date to verify that the student has completed 20 hours of volunteer service

Supervisor's Name (Print) _____

Supervisor's Signature _____

Date: _____

EEX 3093
VOLUNTEER PROJECT LOG FORM

Due Date: See Calendar

Fill in each volunteer time slot. If you do not complete 20 hours before your volunteer evaluation sheet was filled out by your supervisor, have your supervisor sign and date this log.

Student Name _____

ID Number _____ TAs Names _____

Agency _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

Supervisor: Please sign and date to verify that the student has completed 20 hours of volunteer service

Supervisor's Name (Print) _____

Supervisor's Signature _____

Date: _____

EEX 3093
VOLUNTEER PROJECT LOG FORM

Due Date: See Calendar

Fill in each volunteer time slot. If you do not complete 20 hours before your volunteer evaluation sheet was filled out by your supervisor, have your supervisor sign and date this log.

Student Name _____

ID Number _____ TAs Names _____

Agency _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

Supervisor: Please sign and date to verify that the student has completed 20 hours of volunteer service

Supervisor's Name (Print) _____

Supervisor's Signature _____

Date: _____

EEX 3093
VOLUNTEER PROJECT LOG FORM

Due Date: See Calendar

Fill in each volunteer time slot. If you do not complete 20 hours before your volunteer evaluation sheet was filled out by your supervisor, have your supervisor sign and date this log.

Student Name _____

ID Number _____ TAs Names _____

Agency _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

DATE TIME

ACTIVITIES _____

Supervisor: Please sign and date to verify that the student has completed 20 hours of volunteer service

Supervisor's Name (Print) _____

Supervisor's Signature _____

Date: _____

EEX 3093 Volunteer Project Analysis Form

Submit this form to your TAs.

Due Date: See Calendar

Last Name _____ First _____

ID Number _____ TAs NAMES _____

Agency _____

Minimum 20 sentences:

How are the person(s) in your volunteer placement similar/different from you? Did your recognition of the similarities/differences affect your treatment of the person(s)? How? Describe and analyze any changes in your perceptions and treatment of persons different from you as a result of your experience. What insights and observations have you gained from this experience? (The insights and observations may be about you or the person(s) involved)

EEX 3093

VOLUNTEER PROJECT EVALUATION FORM

Due Date: See Calendar

Student: Complete the first three lines prior to submitting this form and a stamped, addressed envelope to your supervisor. Be sure to complete this by the due date.

Student: Last _____ First _____

Student ID: _____ 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

(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 EEX 3093 student.

Volunteers at St. Francis House will pick up their evaluation and bring it to Dr. Nelson.

EEX 3093

VOLUNTEER PROJECT EVALUATION FORM

Due Date: See Calendar

Student: Complete the first three lines prior to submitting this form and a stamped, addressed envelope to your supervisor. Be sure to complete this by the due date.

Student: Last _____ First _____

Student ID: _____ 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

(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 EEX 3093 student.

Volunteers at St. Francis House will pick up their evaluation and bring it to Dr. Nelson

EEX 3093
VOLUNTEER PROJECT VERIFICATION FORM

Note: Submit this form to your TAs. **Due:** See Calendar
If you know the agency, but do not know the times or supervisor's name,
just fill in as much information as possible and turn in. When you
receive additional information, let your TAs know.

Last Name _____ **First** _____

ID Number _____

TAs _____

1. Brief description of your responsibilities:

2. Agency Information:

Agency Name _____

Immediate Supervisor _____
(person who will complete your evaluation)

Days & Times _____

Supervisor's Phone # _____

Student's email _____ **Date** _____

EEX 3093
VOLUNTEER PROJECT VERIFICATION FORM

Note: Submit this form to your TAs. Due: See Calendar
If you know the agency but do not know the times or supervisor's name,
just fill in as much information as possible and turn in. When you
receive additional information, let your TAs know.

Last Name _____ First _____

ID Number _____

TAs _____

1. Brief description of your responsibilities:

2. Agency Information:

Agency Name _____

Immediate Supervisor _____
(person who will complete your evaluation)

Days & Times _____

Supervisor's Phone # _____

Student's email _____ date _____

EEX 3093
SYLLABUS/HONOR CODE AGREEMENT FORM

Submit this form to your TAs

Note: A course grade will not be submitted for a student who has not signed and turned in this form.

Please note the following honor code violations in EEX 3093:

Papers must be done by individuals without any outside assistance.

All tests will have cover sheets. If your test paper is uncovered during a test, and someone else looks at the paper, this will be seen as attempting to give answers. Likewise, if you are seen looking at another test paper, this will be considered as cheating.

UF policy requires that students who plagiarize or are suspected of cheating must be reported to the Dean of Students. A first time offense of plagiarism at UF will result in a zero for the assignment and a recommendation of at least a one grade reduction for the course. If it is not the first offense of plagiarism, the instructor will recommend that you fail the class. Cheating on a test will result in a zero on the test, a loss of 250 points for the class. If it is not a first offense of cheating at UF, the instructor will recommend that you fail the course.

The volunteer log form must accurately reflect work and hours completed. Partial credit is not given.

You must turn in your assignments yourself when they are due. Dr. Nelson must approve any exceptions.

The following UF honor code statement needs to be signed and given to your TA before the first test of the semester.

“On my honor, I will not give nor receive unauthorized aid on assignments and tests in EEX 3093. Also, I have read this form and will adhere to the UF honor code and to the policies of this course.”

Your signature also indicates that you understand the requirements for the course and that you are familiar with the instructor’s policies and procedures stated in the course packet.

Printed name _____
Signature _____
Student Number _____
Email _____
Date Due: See Calendar

Submit this form to your TAs

EEX 3093
Exceptional People

PHOTO CONSENT
WAIVER AND RELEASE

Students enrolled in EEX 3093 have several opportunities to demonstrate appropriate social, communication and adaptive skills when working or assisting persons with disabilities. As the instructor for this course, I enjoy documenting these opportunities through photographs. Some of the pictures produced may be used for a slide show for EEX 3093 students, for enhancing the syllabus cover, and for promoting the course.

Please indicate below your choice concerning consent. If you have any questions, please contact Dr. Mary Ann Nelson for clarification or to express your concerns.

_____ I give my consent to be photographed for the above mentioned purposes.

_____ I do NOT give my consent to be photographed for the above mentioned purposes.

Signature: _____

Print name: _____

Date Due: See Calendar

American Sign Language-Signs and Phrases

Concepts/Expressions

Name	
Age	No
Hearing	Yes
Deaf	Good
Number	Bad
Pain	Student
Meet	Teacher
Sorry	GATORS
Please	Family
Thank you	Class
Sweetheart	Test
Talk (chat)	Talk (serious)
Cell phone	Work
Girl	Family
Boy	
Numbers 1-10	

Food and Drink

Breakfast	Coffee
Lunch	Orange juice
Dinner	tea
Sandwich	Water
Pizza	Coke
Hamburger	Milk
Cookie	Beer
French fries	Wine
Hot dog	
Taco	
Bacon	
Egg	
Ketchup	
Spaghetti	
Chocolate	

An ASL Conversation S1-Student 1 S2-Student 2

S1: Hello, how are you?

S2: Fine, how are you?

S1: I am pleased to meet you.

S2: Thank you.

S1: What's your name?

S2: (Finger spells name). What's your name?

S1: (Finger spells name). What's your major?

S2: (Finger spells major). What's your minor?

S1: (Finger spells minor). How's your family?

S2: Good. How is your class?

S1: Bad. How old are you?

S2: 23. Where do you work?

S1: (Fingerspells work location). What is your cell phone number?

S2: 513-6641. What is your cell phone number?

S1: 297-8574. Are you in pain?

S2: Yes.

S1: Sorry. Do you need help?

S2: No thank you.

Question Words

Who, What, When, Where, How, Why

Field Analysis-ADA Compliance Form Name _____
 TA Name(s) _____

Using this checklist, evaluate the route from Carleton Auditorium to a location on the UF campus for persons with sensory or mobility issues.

Location: From Carleton Auditorium to _____

Item	ADA Requirement	Comment Section (compliance)
Route to location	One accessible route (36 inch path) from public transportation stops, public streets or sidewalks	Comment on route from Carleton to your assigned building
Nearest Handicapped Parking Spaces	1:25 ratio (one space per 25)	Comment on number/ratio
Nearest Elevator	1. One-passenger elevator shall serve each floor. 2. Raised numbers or Braille characters must be present	Comment on location and Braille
Ramps	Accessible ramps or wheelchair lifts may be used for access. Ramp must be 36 inches wide and have handrails on both sides	Comment on ramp; ramp description
Nearest Accessible Door	At least one accessible door. 1. Width of 32 inches with a door opening of 90 degrees. 2. Door hardware must have shape easy to grasp. Entrances NOT accessible must have signage which indicates the location of accessible door.	Comment on accessibility, width, hardware and signage.
Nearest Drinking fountain	One fountain must be accessible to individuals in wheel chairs (spout no higher than 36" from floor)	Comment on location and height

Braille Characters	Braille characters for each room	Comment on location of Braille
Handrails/Stairs	Full extension of handrails at both sides of stairs	Comment on handrails
Hallways	1. 36 inches for wheelchair passage 2. 60 inches for wheelchair turning space	Comment on hallways
Accessible Bathroom	There must be an accessible bathroom	Comment on location
Sinks	1. No higher than 34 inches from floor. 2. Clear space of 30 by 48 inches to allow forward approach. 3. Hot water pipes must be insulated or protected against contact. 4. Faucets must be lever operated, push-type, or electronically controlled.	Comment on height, space, pipes, faucets
Accessible Student desk	Each room must have at least one accessible desk/table	Check 2 (empty) rooms for student desks

Please answer the following questions (on the back) on your own. A full page of writing is required. If you had areas of non-compliance, describe the non-compliance areas. If there were no areas of non-compliance, did you see other things that could be difficult for a person with a sensory or mobility issue (e.g., raised door strips, carpet, uneven pavement, etc.)?

Which kind of disability do you think would be the hardest to accommodate on the UF campus? Why?