

Cover Sheet: Request 11168

EEX4XXX Seminar on Disability

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Cox,Penny R pcox@coe.ufl.edu
Created	10/4/2016 2:58:50 PM
Updated	10/28/2016 6:14:19 PM
Description of request	Designed for students to identify and analyze current disability issues and literature on the integration of individuals with disabilities in the workplace, post-secondary education, community and adult life. Students will complete a culminating activity investigating a disability topic or applying disability-related knowledge to their academic discipline or anticipated professional practice.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		10/4/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11168

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Submitter: Waldron, Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 6:01:18 PM

Form version: 7

Responses

Recommended PrefixEEX

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleSeminar on Disability

Transcript TitleSeminar on Disability

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingYes

Co-Listing ExplanationThis course will be co-listed with EEX6930 Seminar in Disability.

The primary differences in the undergraduate and graduate courses are seen in the annotated bibliography and the final projects. Graduate students must write a grant proposal related to disability issues while undergraduate students will develop projects of other types and related to individual academic and/or professional interests.

Undergraduate project requirements address thorough knowledge and application of literature and ways to evaluate outcomes, but do not have the same expectations for analysis and synthesis of literature as placed on graduate level projects.

More specific differences are listed below.

Annotated Bibliography:

EEX4XXX: 15 references (at least 10 from refereed journals; others may be from non-refereed sources); 75-150 word summary for each article

EEX6930: 20 references (all from refereed journals); 100-200 word summary for each article

Capstone Project:

EEX4XXX: Option for formal paper (12-15 pages) or a presentation (PPT highlighting major points; handouts including annotated bibliography for references; video of the presentation being made)

EEX6930: Grant proposal (30 page narrative with literature review, need for program, methodology, evaluation; also include abstract, budget, references, and letters of support)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Designed for students to identify and analyze current disability issues and literature on the integration of individuals with disabilities in the workplace, post-secondary education, community and adult life. Students will complete a culminating activity investigating a disability topic or applying disability-related knowledge to their academic discipline or anticipated professional practice.

Prerequisites Successful completion of EEX2000 and EEX3093

Successful completion of EEX3097 or EEX4280 or EEX4520

Co-requisites N/A

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Disabilities in Society specialization.

The course is appropriately housed in the special education program as it is directly related to the inclusion of individuals with disabilities (understanding characteristics of disabilities and their implications in educational and community settings; designing and implementing appropriate accommodations and modifications for education, community involvement, and employment; collaboration with other professionals and service providers working with people with disabilities). Further, research interests of program faculty include disability law, community/work access and involvement.

Course Objectives Students will:

- Identify and analyze current disability-related issues and literature relevant to workplace, post-secondary education, community, and adult life.
- Design a project investigating a disability topic or applying disability-related knowledge to their academic discipline or anticipated area of professional practice.

Course Textbook(s) and/or Other Assigned ReadingWorld Bank. 2011. Main report. Washington, DC: World Bank.
<http://documents.worldbank.org/curated/en/665131468331271288/Main-report>

Other readings will be generated by students as they develop individual reference collections related to selected disability topics.

Weekly Schedule of Topics Week 1: Preparing to write a project or research proposal

Weeks 2 – 11: Each week designated students will identify topics and post relevant readings and discussion starters for the class. Groups will participate in discussion of the readings as they relate to disability issues within their academic disciplines and anticipated professionals. Possible discussion topics might include: family members and friends with disabilities; coworkers/employees/employers with disabilities; inclusive workplaces; impact of disability on work/social aspirations; laws/policies impact disability experiences; research related to disability; disability in the media; technology and disability; international living/travel/work for people with disabilities.

Weeks 12-16: Project. Students will develop their investigation or application projects based upon relevant literature. Projects will reflect understanding and use of the disability knowledge in students' academic disciplines or in their anticipated professional practice. The project must reflect current knowledge of disability-related literature, integration of knowledge with other bodies of knowledge and/or practice.

Links and Policies1. Class attendance, make-up exams and other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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

3. Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness
U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Grading Scheme COURSE REQUIREMENTS

Discussion (60 points – 20% of Course Grade): You will participate in 12 group discussions worth 5 points each. The discussion is an opportunity for you to comment on the readings, action research projects, pose questions, and explore ideas related to the current module. Points are given for individual participation in weekly discussions within each module. Each participant is expected to post 3 times each week to earn the full points for the week's discussion. Each week a different student will lead a discussion on their topic of study. Student Leaders will post 2-3 readings per week for the class to

discuss along with discussion starters. Posts will be graded on two criteria (a) clear responses indicating critical thinking and reflection, and (b) reflective responses to the posts made by group members that encourage and facilitate group interaction.

Annotated Bibliography (90 points – 30% of Course Grade): Disability bibliography must include a minimum of 15 references in a specific area of study related to individuals with disabilities in the workplace, post-secondary education, community, or adult life, be in APA format, and include a 75-150 word summary. Topics will be approved in class. At least 10 references must be from refereed journals. The others may be from non-refereed publications. Points will be given based on correct use of APA format and clear and concise summaries.

Bibliography Rubric

Articles' relevance to topic

5 points

Section 1: Summary of articles

20 points

Section 2: Discussion of topic from contemporary thought

25 points

Section 3: Discussion of future possibilities

20 points

Number of sources (including required number of refereed journal articles)

5 points

APA style

5 points

Quality of writing (grammar, spelling, etc.)

10 points

Total - 90 points

Project: Integrated Disability Project (150 points – 50% of Course Grade): Each student will complete a comprehensive, independent project in which students propose a plan for incorporating disability knowledge into professional practice or an academic program. The proposal must address specific disability topics relevant to the intended audience (e.g. employers, funders, etc.) and how the disability knowledge will be incorporated into practice. Students will choose one of the following options for their proposals. Option 1 is a formal paper. The paper must be 12-15 pages long (not including the abstract and references). Option 2 is a presentation including PowerPoint, handouts (annotated bibliography of articles used for the presentation), and 15-20 minute video of the presentation being made. Points for each option will be awarded as follows:

Option 1

Section 1: Background and Literature Review

30 points

Section 2: Need for the project within the academic or professional venue

20 points

Section 3: How the project will be implemented (including who will be involved; other professionals who will need to be included in planning/implementation; how the plan will be coordinated)

50 points

Section 4: How the project will be evaluated (what measures will be used to determine success/failure)

30 points

Section 5: Quality of Writing and APA format

20 points

Total: 150 points

Option 2

Printed materials

PowerPoint slides highlight important points (Need for the project; implementation/coordination plan; evaluation plan; stakeholders involved)

20 points

Handouts (must include annotated bibliography in APA format)

20 points

Video Presentation

Need for the project within the academic or professional venue

20 points

How the project will be implemented (including who will be involved; other professionals who will need to be included in planning/implementation; how the plan will be coordinated)

50 points

How the project will be evaluated (what measures will be used to determine success/failure)

20 points

Quality of Presentation

20 points

Total: 150 points

Final course grades are assigned based on the following percentages of earned point totals for all assignments.

93% - 100% = A

90% - 92.99% = A-

87% - 89.99% = B+

83% - 86.99% = B

80% - 82.99% = B-

77% - 79.99% = C+

73% - 76.99% = C

70% - 72.99% = C-

67% - 69.99% = D+

63% - 66.99% = D

60% - 62.99% = D-

59.99% or Below = E

Instructor(s) Penny R. Cox, Ph.D.