

# **IDASL** Interdisciplinary Disability Awareness and Service Learning

## *Class Syllabus*

SPED 6500

**Spring 2020**

Instructors: Alma Burgess  
Mary Ellen Heiner

Schedule: Fridays, 1:00-3:50

Location: SCCE 302

## Instructors Information

This course is listed as **SPED 6500** (Special Education and Rehabilitation). This course is taken for 3 credits. <http://www.cpdusu.org/projects/idasl> and <http://www.idasl.net>

There are two instructors for this course:

### **Alma Burgess**

Office Hours: Friday 10-12 or by appt.

CPD 102G

Phone: (435) 797-0253

[alma.burgess@usu.edu](mailto:alma.burgess@usu.edu)

### **Mary Ellen Heiner**

Office Hours: M-Th 8-4 or by appt.

CPD 111

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## Course Description

This course is designed to look at the world of disability through the lens of disability studies—from awareness to action. Power and privilege will be explored as well as how we can break down barriers between individuals with disabilities and society. In-depth discussions will include review of disability history and civil rights, cultural competency, universal design, technology for the blind, advocacy, empowerment, privilege, allyship, and many other current relevant topics. Students will participate in in-class debates on four current hot topics (sheltered workshops, people first & identify first language, cochlear implants, and eugenics and genetic testing).

## Interdisciplinary Core Curriculum Objective

The Interdisciplinary Disability Awareness and Service Learning (IDASL) class is designed to provide students with the knowledge and skills to assume leadership roles in improving services to adults and children with disabilities and their families.

## Course Learning Objectives

On completion of this course, students will:

- Increase understanding of power and privilege.
- Improve knowledge of the barriers power and privilege create.
- Understand what privilege looks like on a personal level.
- Understand how systems that benefit those in privilege and power create barriers for other groups of people.
- Learn about allyship
- Learn more about privilege, oppression and discrimination.
- Explore prejudice and be able to define what it is.
- Gain an understanding of societal attitudes from both the public and the personal perspective as they impact the lives of persons with disabilities and their families.
- Learn about the legislative process including current policy, regulations, and funding streams that impact services and supports for individuals with disabilities and their families.
- Identify and understand strategies for advocacy that address disability-related issues of individuals with disabilities and their families.
- Understand the value of family-centered/person-centered systems of services and supports for

individuals with disabilities and their families.

- Develop enhanced skills as a member of an interdisciplinary team in the provision of family-centered/person-centered services and supports to individuals with disabilities and their families.
- Provide assessment and intervention supports and services for individuals with disabilities and their families, as appropriate.

## **Course Text and Materials**

*Privilege, Power, and Difference* (3<sup>rd</sup> edition), Allan G. Johnson

Book to read for the book reflection.

- *Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See* by Erik Weihenmayer

## **Suggested Readings for Debate Preparation:**

### ***Sheltered Workshops:***

Cimera, R. E., Wehman, P., West, M., & Burgess, S. (2011). *Do sheltered workshops enhance employment outcomes for adults with autism spectrum disorder?* Retrieved from [https://www.researchgate.net/publication/51162985\\_Do\\_Sheltered\\_Workshops\\_Enhance\\_Employment\\_Outcomes\\_for\\_Adults\\_with\\_Autism\\_Spectrum\\_Disorder](https://www.researchgate.net/publication/51162985_Do_Sheltered_Workshops_Enhance_Employment_Outcomes_for_Adults_with_Autism_Spectrum_Disorder)

Whitehead, C. W. (n.d.) *Sheltered Workshops: Effective Accommodation or Exploitation?* Retrieved from <https://mn.gov/mnddc/parallels2/pdf/70s/78/78-SWS-DOL-D.pdf>

### ***Person First vs. Identify First Language***

Kassenbrock, R. (2015). *Should You Use Person-First or Identity-First Language? The Mighty*, <https://themighty.com/2015/08/should-you-use-person-first-or-identity-first-language2/>

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255-264.

### ***Cochlear Implants***

National Institutes of Health. (2010). *Fact sheet: Cochlear implants*. Retrieved from <https://report.nih.gov/NIHfactsheets/ViewFactSheet.aspx?csid=83>

National Institutes of Health. (2016). *National Institute on Deafness and Other Communication Disorders fact sheet: Hearing and balance: Cochlear implants*. Retrieved from <https://www.nidcd.nih.gov/health/cochlear-implants>

The Sound and the Fury: 6 Years Later (video).

## ***Eugenics and genetic testing***

- Black, E. (2003). *The Horrifying American Roots of Nazi eugenics*. Retrieved from <https://historynewsnetwork.org/article/1796>
- Goering, S. (2014). *Eugenics*. Retrieved from <https://plato.stanford.edu/entries/eugenics/>
- Holtzman, N. A. (1998). Eugenics and genetic testing. *Science in Context*, 11(3-4), 397-417. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/15168670>
- Ko, L. (2016). *Unwanted sterilization and eugenics programs in the United States*. Retrieved from <http://www.pbs.org/independentlens/blog/unwanted-sterilization-and-eugenics-programs-in-the-united-states/>
- Lombardo, P. (n.d.). *Eugenic sterilization laws*. Charlottesville, VA: University of Virginia. Retrieved from <http://www.eugenicsarchive.org/html/eugenics/essay8text.html>
- Resta, R. (1997). Eugenics and nondirectiveness in genetic counseling. *Journal of Genetic Counseling*, 6(2), 255-258. Retrieved from [https://www.researchgate.net/publication/11694841\\_Eugenics\\_and\\_Nondirectiveness\\_in\\_Genetic\\_Counseling](https://www.researchgate.net/publication/11694841_Eugenics_and_Nondirectiveness_in_Genetic_Counseling)
- University of Virginia. (n.d.). *Eugenics: Three generations, no imbeciles. Virginia, Eugenics and Buck v. Bell*. Retrieved from <http://exhibits.hsl.virginia.edu/eugenics/> (This whole site is great with good historical photos. Navigation is down the left-hand panel)

## **Films we will watch are:**

- Lives Worth Living: Documentary about Disability Rights (we will watch in class)
- Bottom Dollars: A Rooted in Rights Original Documentary (we will watch in class)
- Sound and Fury: Documentary (**must watch BEFORE class and take notes for discussion**)

## **Course Requirements**

The requirements include:

- Because students will be working with projects that work with individuals with disabilities, and will thus have access to confidential information, you will be required to undergo a background check (\$15 for fingerprinting and \$20 for the actual background check for a total of \$35 paid by the student) as well as complete a HIPPA awareness training module.
- Log service learning hours weekly on the IDASL.net website
- Complete additional assignments as required during the semester

## Instructional Methods and Community Sites

In order to achieve the competencies for the SPED 6500 class, specially designed seminars and service learning activities are provided for students. The focus of these activities is to enable students to increase their awareness, knowledge, and skills relating to disability issues and interdisciplinary practice. There are four components of the class: a didactic or teaching component, service learning, and media and/or service learning and assignments.

- 1. Didactic (teaching) Component.** The didactic component of the IDASL Program is taught through interactive seminars and presentations, conducted by faculty from a variety of disciplines, assisted by community members and professionals as appropriate. Seminars also focus on the challenges that policies and service delivery systems present to individuals with disabilities and professionals.
- 2. Service Learning Hours at Community Sites.** All students participate in a selection of community activities that provide examples of interdisciplinary teaming and community-based, family-centered provision of services to individuals with disabilities and their families. The Center for Persons with Disabilities houses a large number of projects that provide a wide variety of services to individuals with disabilities and their families, and a number of off-campus sites are also associated with these projects. The focus of activities includes care of newborns, assistive technology, supported employment, and recreational activities, and covers the whole age span from newborns to seniors. A full description of each site is given later in this handbook. Each student is expected to volunteer for AT LEAST 5 hours at each site for AT LEAST 30 service learning hours. You are welcome to volunteer as many hours as you want or have time for at any one site; however, you will only receive class credit for a maximum of 30 hours. While at the community site, students engage in guided observation of procedures and practices and may participate as an active member of the interdisciplinary team as appropriate, depending upon their own qualifications and experience and the professional requirements of the team focus. **See an explanation of each community site in Canvas.**
- 3. Media and/or Service Learning.** Students will share at least five media items and/or a service learning experiences each semester. Each media or service learning item is worth 10 points each. **PLEASE NOTE: a maximum of ONLY one video can be shared.** If the video is found on Facebook, find the non-Facebook link or download the video, and email it to Alma and Mary Ellen by 5 p.m. on Thursday before class. All media items must be current, meaning within the past 6 months.

## 4. Assignments

Assignment	Points	DATE DUE	Notes
Preflection	30	January 10 by 10:00 a.m.	You should have received an email a week prior to class with a list of questions that you should respond honestly and openly to—there are NO RIGHT OR WRONG ANSWERS.
Video Discussion	25	January 10 (in class)	WATCH: Lives Worth Living. We will watch this movie during class and it will be followed by an in-depth class discussion. <b>NOTE: Take good notes, you will be writing a paper on this video and the disability history presentation by Dr. Matt Wappett.</b>
Paper due: Intro. and Chapter 1	10	January 17 by 10:00 a.m.	Write a 1- to 2-page synopsis of the Introduction and Chapter 1 of <i>Privilege, Power, and Difference</i> .
Paper due: Chapter 2	10	January 24 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 2 of <i>Privilege, Power, and Difference</i> .
Paper due: Chapter 3	10	January 31 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 3 of <i>Privilege, Power, and Difference</i> .
<b>Video due:</b> Sound and the Fury	25	January 31 by 1:00 p.m.	<b>VIEW</b> Sound and Fury (due by January 31 for class discussion)
Paper due: Lives Worth Living Video, History of Disabilities	150	January 31 by 10:00 a.m.	Write a 2- to 3-page reflective paper on the video we watched on the first day of class “Lives Worth Living” and the History of Disability presented by Dr. Matt Wappett. Make sure you address the questions as outlined in “Assignments” document.
Paper due: Chapter 4	10	February 7 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 4 of <i>Privilege, Power, and Difference</i> .
In-depth discussion	100	February 14 (in class)	Topic: Cochlear Implants
Paper due: Chapter 5	10	February 14 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 5 of <i>Privilege, Power, and Difference</i> .
Paper due: Chapter 6	10	February 21 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 6 of <i>Privilege, Power, and Difference</i> .
Video Discussion	25	February 28 (in class)	WATCH: Bottom Dollars. We will watch this movie during class and it will be followed by an in-depth class discussion.
ADA Survey	100	February 21	This was an assignment/handout you should have received on September 6.
Paper due: Chapter 7	10	February 28 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 7 of <i>Privilege, Power, and Difference</i> .
In-depth Discussion	100	February 28	Topic: Sheltered Workshops, 14(c) certificates.

Assignment	Points	DATE DUE	Notes
Paper due: Book Report	150	March 6 by 10:00 a.m.	READ: <i>Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See</i> . Write a 5-page paper answering 5 of the 12 questions found in the document titled "Assignments 2020." <b>(YES, we know this is Spring break. You can turn the paper in before you leave.)</b> 😊
Paper due: Chapter 8	10	March 13 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 8 of <i>Privilege, Power, and Difference</i> .
Paper due: Chapter 9	10	March 20 by 10:00 a.m.	Write a 1- to 2-page synopsis of Chapter 9 of <i>Privilege, Power, and Difference</i> .
Paper due: Epilogue	10	March 27 by 10:00 a.m.	Write a 1- to 2-page synopsis of the Epilogue of <i>Privilege, Power, and Difference</i> .
In-depth Discussion	100	March 27 (in class)	Topic: People First & Identity First Language, Handicapped v. Disability
In-depth Discussion	100	April 10 (in class)	Topic: Genetic Counseling, Eugenics
Service Learning Journal	300	April 10 by 10:00 a.m.	Upload in Canvas a minimum of 6 entries (one per service learning site) on your experiences at each of the service sites. Upload a separate file for each site. This can be completed as you finish your hours—you do not need to wait until the end of the semester.
Defining moments	150	April 10 by 10:00 a.m.	This is a paper that reflects how your insights have changed throughout the year. Answer each of the questions as outlined in the syllabus and "Assignments."
Utah Assistive Technology Program Experience Tracking	100	April 17	
Sharing Media/ Service Learning items	50	April 17	Each student is required to share AT LEAST 5 media and/or service learning items. A MAXIMUM of ONE video may be shared.
Presenter Reflections	500	Ongoing throughout the semester	Completed for each guest presenter. Log onto the <b>IDASL.net</b> website by clicking on Seminar Feedback link and entering your user name and password assigned by Alma.
Class participation	130	Ongoing throughout the semester	

**TOTAL POINTS AVAILABLE: 2,235**

## Late Assignment Policy

Assignments may be accepted late, but there will be a deduction in total points. If there are questions or concerns, please talk to Alma or Mary Ellen before the due date.

## Grading Scale

Grade	Percent	Points
A	93%	2,235 - 2,012
A-	90%	2,011 - 1,944
B+	87%	1,943 - 1,855
B	83%	1,854 - 1,788
B-	80%	1,787 - 1,721
C+	77%	1,720 - 1,632
C	73%	1,631 - 1,565
C-	70%	1,564 - 1,497
D+	67%	1,496 - 1,408
D	63%	1,407 - 1,341
D-	60%	1,340 - 1,319
F	Below 60	≥ 1,319

## Expectations of Students

Students are expected to:

- arrive to class **ON TIME**, class starts promptly at 1:00 p.m.
- develop a foundation in values and knowledge associated with the disability community, and participate in individually tailored service learning experiences;
- participate in “best practices” as defined by the students’ discipline and interdisciplinary team;
- demonstrate ethical principles, including confidentiality, to guide their service learning experience;
- display professional behavior and be treated professionally;
- engage in experiences with families and consumers as partners, forming part of a team which assists and supports the individual and family in the broadest sense, with the individual and/or family as team members whose voices are heard and responded to;
- experience interactions with persons with disabilities across the age span and across a variety of disabilities;
- participate in a variety of service delivery settings;
- interact with community members with disabilities and/or their family members to better

- understand the impact of disabilities on their lives;
- be aware of and utilize treatment options and interventions appropriate to the specific difficulties of individuals with disabilities which are based on individual and/or family preferences; and
- develop the skills to access community-based services.

### **Professional and Respectful Participation includes:**

1. Paying attention in class
2. Being respectful of others' opinions
3. Making comments and/or asking questions
4. Sharing media items
5. Sharing Service Learning Experiences
6. Laptops used only for taking class notes
7. Turn off cell phones, no texting or answering calls
8. No cleaning out notebook, purse, or backpack

### **Disability Accommodation Policy**

If you have specific special needs to participate in this course, please let us know so that we may make the appropriate accommodations. If we cannot make the requisite accommodations, we will work with you to get the necessary support from the Disabilities Resource Center (DRC).

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. DRC is the designated USU program responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact the DRC and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Students are asked to notify the DRC as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, note takers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.

### **Academic Honesty Policy**

In general, those caught cheating and/or plagiarizing in this class will be failed. If you do not know what cheating and plagiarizing are, it is worth your time and it is your responsibility to find out. The following is more specific information on Academic Honesty/Integrity from the USU General Catalog (see: <http://catalog.usu.edu/content.php?catoid=12&navoid=3140>):

“Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all

violations or suspected violations of the Academic Integrity Standard to their instructors.

**The Honor Pledge**—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually"; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
2. **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
3. **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials."

## Classroom Learning Civility

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, and guests) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with the instructor during office hours to discuss your concern. You can also contact The Affirmative Action Office at 435-797-1266 if you have concerns you do not feel comfortable talking with your instructor about.

Showing respect for your fellow students includes:

- Respecting the rights of others to express their views, regardless of what you may think of them.
- Respecting the rights of others by voicing your own observations in a clear, concise and precise manner, and by not dominating the conversation.
- Adhering to common courtesies and civilities, such as coming to class on-time, turning off

cell phones, computers, and other electronic devices, listening and not talking while others are talking, in short: “Do unto others as you would have them do to you.”

## Confidentiality

Students in this class have a unique opportunity to work with agencies both on and off campus who serve individuals with disabilities. As such, you have an obligation to respect the confidentiality rights of these clients and their family members. Betrayal of this obligation has serious professional and legal implications. The ethics code for each discipline has guidelines with regard to confidentiality but some key points to review include:

- a. All client information is confidential including, but not limited to, information obtained from observations, verbal communications, assessment protocols/scores, and written communication. The client’s clinical record is also confidential.
  - No written *or verbal* information about a client may be released to anyone outside of the service unit and the class faculty without the written consent of the client.
  - Care must be taken to prevent access to confidential information by making sure that conversations with clients are held in private (i.e., with office doors closed and not in hallways), and that records are protected (i.e., stored in a secure place, not left unattended on desks).
  - Confidential information may only be discussed with the service unit staff or a class faculty member on a “need to know” basis. Even if client names are omitted, it is a breach of confidentiality to discuss clients with other program personnel, friends, spouse, or classmates if that person does not have a “need to know.” (IDASL students may discuss client information, without identifying the client, in IDASL seminars, as appropriate, as informed consent has been obtained from the client for these discussions to occur within the context of training. However, any identifying information should be omitted during these training activities.)
- b. There are limits to confidentiality (i) whenever a client indicates **danger** to self or others, (ii) when **child/adult abuse or neglect** is suspected or reported, (iii) when there is a **court subpoena** of client records, (iv) when there are **court actions** against the agency, agency staff, or students, initiated by the client, (or when there is a **court-ordered release of information**) or (v) to **obtain payment** for services.
  - Consultation with a supervisor is strongly recommended prior to releasing any information with a limit to confidentiality.
- c. Document with a signed consent form in which any permission is given to release confidential information. Also document when information is released without client permission (i.e., information falling within the limits of confidentiality, as described in section b above).
- d. Example: When you see an individual you have met during a service learning experience outside of the community site or a family’s home, caution should be exercised to not indicate how you know them, by only saying hello and nothing more. You do not want to put them in an uncomfortable situation or indicate in any way how you know them. You should not discuss any details learned at any of the sites or while visiting a family’s home with anyone.

## *IDASL Class Presentations/Assignments Schedule*

Date	Topic	Presenter(s)	Assignments
January 10 Class will be held in SCCE 302	<ul style="list-style-type: none"> <li>• Civil Rights</li> </ul>	Alma, Mary Ellen	View Lives Worth living in class. Write a reflective paper based on video and Dr. Wappett's presentation, <b>Due by January 31 at 10:00 a.m.</b>  <b>READ:</b> Privilege, Power, and Difference, Introduction and Chapter 1 (We're in Trouble) for class <b>Write a 1- to 2-page synopsis, due on January 17 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>• Disability History</li> </ul>	Dr. Matt Wappett	
January 17	Universal Design	Dr. Keith Christensen	<b>READ:</b> Chapter 2: (Privilege, Oppression and Difference). <b>Write a 1- to 2-page synopsis, due on January 24 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>• Mobility experience/Smart Apartment</li> <li>• Discuss Introduction and Chapter 1 synopsis paper due (by 10:00 a.m.).</li> <li>• Discuss/Assign groups for ADA Survey (Due Feb. 21)</li> </ul>	Mary Ellen/Alma	
January 24	<ul style="list-style-type: none"> <li>• Discuss Chapter 2 (synopsis paper due by 10:00 a.m.).</li> </ul>		<b>VIEW</b> <i>Sound and Fury</i> (due by September 20 for class discussion with Karl White and Curt Radford). Also suggested viewing of the TEDEX talk by Curt Radford <a href="https://www.youtube.com/watch?v=T2hHx_fthWQ">https://www.youtube.com/watch?v=T2hHx_fthWQ</a>  <b>READ:</b> Chapter 3: (Capitalism, Class, and the Matrix of Domination). <b>Write a 1- to 2-page synopsis, due on January 31 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>		
January 31	<ul style="list-style-type: none"> <li>• Chapter 3 (synopsis paper due by 10:00 a.m.).</li> <li>• Lives Worth Living &amp; Disability History Reflective Paper due by 10:00 a.m.</li> <li>• Cochlear Implants—the other side of the story, also deafness/ASL</li> </ul>	Dr. Curt Radford	<b>READ:</b> Chapter 4: (Making Privilege and Oppression Happen). <b>Write a 1- to 2-page synopsis, due on February 7 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>• Hearing—cochlear implants (discuss <i>Sound and Fury</i> documentary)</li> </ul>	Dr. Karl White	
February 7	<ul style="list-style-type: none"> <li>• Disability Policy Framework and current Legislative issues affect the CPD</li> </ul>	Dr. Jeff Sheen, Dr. Sachin Pavithran, Teresa Larsen and Hadis Elmi	<b>READ:</b> Chapter 5: (The Trouble with the Trouble). <b>Write a 1- to 2-page synopsis, due on February 14 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>• Discuss Chapter 4 (synopsis paper due by 10:00 a.m.).</li> </ul>	Alma/Mary Ellen	

Date	Topic	Presenter(s)	Assignments
February 14	<ul style="list-style-type: none"> <li>Cultural Competency</li> </ul>	J.C. Vazquez	<b>READ:</b> Chapter 6: (What is has to do with Us). <b>Write a 1- to 2-page synopsis, due on February 21 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>Discuss Chapter 5 (synopsis paper due by 10:00 a.m.).</li> <li>Cochlear Implant In-depth Discussion</li> </ul>	Alma/Mary Ellen Students	
February 21	<ul style="list-style-type: none"> <li>Discuss Chapter 6 (synopsis paper due by 10:00 a.m.).</li> </ul>	Alma/Mary Ellen	<b>READ:</b> Chapter 7: (How Systems of Privilege Work). <b>Write a 1- to 2-page synopsis, due on February 28 by 10:00 a.m.</b> <b>ADA assignment due.</b>
	<ul style="list-style-type: none"> <li>Bottom Dollars Video</li> </ul>		
February 28	<ul style="list-style-type: none"> <li>Trauma</li> <li>Discuss Chapter 7 (synopsis paper due by 10:00 a.m.).</li> <li>In-depth discussion of Sheltered Workshops, 14(c) certificates</li> </ul>	Dr. Vonda Jump	<b>READ:</b> Chapter 8: (Getting Off the Hook: Denial and Resistance). <b>Write a 1- to 2-page synopsis, due on March 13 by 10:00 a.m.</b>
		Alma/Mary Ellen	
<b>March 6</b>	<b>Spring BREAK</b>		<b>DUE: Book Reflection for "Touch the Top of the World."</b>
March 13	<ul style="list-style-type: none"> <li>Service Animals, ADA— Rights and inclusion</li> </ul>	Derrick Anderson and Karma (his service dog)	<b>READ:</b> Chapter 9: (What Can We Do?). <b>Write a 1- to 2-page synopsis, due on March 20 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>Chapter 8 (synopsis paper due by 10:00 a.m.).</li> </ul>	Alma/Mary Ellen	
March 20	<ul style="list-style-type: none"> <li>Technology for the Blind</li> <li>Discuss Chapter 9 (synopsis paper due by 10:00 a.m.).</li> <li>Introduction of People First vs. Identity First, Disability vs. Handicap</li> </ul>	Dr. Sachin Pavithran	<b>READ:</b> Epilogue. <b>Write a 1- to 2-page synopsis and highlights from the book, due on March 27 by 10:00 a.m.</b>
	<ul style="list-style-type: none"> <li>WebAIM</li> </ul>	Jared Smith	
March 27	<ul style="list-style-type: none"> <li>Discuss Epilogue (synopsis of Epilogue and general highlights of the book paper due by 10:00 a.m.).</li> </ul>	Alma/Mary Ellen Students	
	<ul style="list-style-type: none"> <li>In-depth discussion of People First vs. Identity First, Disability vs. Handicap</li> </ul>		
April 3	<ul style="list-style-type: none"> <li>Mental Health Court</li> </ul>	Judge Allen	
	<ul style="list-style-type: none"> <li>Introduce Eugenics and Genetic Counseling</li> </ul>	Alma/Mary Ellen	
April 10	<ul style="list-style-type: none"> <li>In-depth discussion of Eugenics and Genetic Counseling</li> </ul>	Alma/Mary Ellen Students	

Date	Topic	Presenter(s)	Assignments
April 17	<ul style="list-style-type: none"> <li>Class review, suggestions TBA</li> </ul>		<b>Last day of class</b>

## Disability Policy Framework

Disability Policy Framework	Checklist: The questions to ask ourselves
A. History	Do we know the history?
B. Core Precept <ol style="list-style-type: none"> <li>Disability natural part of human experience.</li> <li>Fix environment, not individual.</li> </ol>	Are we addressing the core precept in our change efforts?
C. Four Goals of Disability Policy	
1. Equality of Opportunity	Are the decisions based on the individual? Does the plan provide meaningful opportunity for all? Do people need to be segregated to receive public benefit?
2. Full Participation	How are people with disabilities involved with decisions that affect their lives? How are people with disabilities involved at the policy level?
3. Independent Living	Does the system support independent living?
4. Economic Self-Sufficiency	Does the system support work? Are there work incentives?
D. General Administration	Does the plan respond to people's needs?

The above questions are questions we should ask ourselves when looking at a policy to see which components of the Disability Framework are in place and that are missing.