DEPARTMENT OF REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION RP&SE 300: Individuals with Disabilities
Fall 2019

Meeting Time: Wednesdays from 4:00 p.m. to 7:00 p.m.
Please note, after week 1, students will be assigned media to view outside of class. Therefore, we will try reducing our weekly face-to-face meeting time from 4:15 p.m. to 6:15 p.m. If there is sufficient time to cover required material and quizzes are getting done by the deadline, we will keep this reduced face-to-face schedule.

Meeting Location: Education Building L-196

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<thead>
<tr>
<th>Instructor</th>
<th>Office: Education Building, 1000 Bascom Mall, Room 461</th>
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<tbody>
<tr>
<td>Katie McCabe</td>
<td>Email: <a href="mailto:kmccabe4@wisc.edu">kmccabe4@wisc.edu</a></td>
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<td></td>
<td>Office hours: By appointment</td>
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<tr>
<th>Teaching Assistant</th>
<th>Email: <a href="mailto:rdai7@wisc.edu">rdai7@wisc.edu</a></th>
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<tr>
<td>Rui Dai</td>
<td>Office hours: By appointment</td>
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<tr>
<th>Teaching Assistant</th>
<th>Email: <a href="mailto:mforsberg2@wisc.edu">mforsberg2@wisc.edu</a></th>
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<tr>
<td>Malinda Forsberg</td>
<td>Office hours: By appointment</td>
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<th>Teaching Assistant</th>
<th>Email: <a href="mailto:lli335@wisc.edu">lli335@wisc.edu</a></th>
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<tr>
<td>Lingyu Li</td>
<td>Office hours: By appointment</td>
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Course Contact Information:
At any time during the semester, you can e-mail the instructor and teaching assistants for general questions pertaining to the syllabus, the service learning requirement, assignments, and quizzes. Please e-mail all of us at the same time. That way, we can communicate about your question and provide a response as quickly as possible. We will make every effort to respond to e-mails within 24 hours. Questions can also be addressed to Katie after class and in meetings made by appointment.

Course Objectives:
The overall purpose of this course is to expand basic knowledge about individuals with different abilities for pre-service educators and clinicians. Course content supports increased understanding of disability categories and various ways to address diverse needs, interests, and goals of learners in home, educational, and community settings. UW-Madison students from other majors will also benefit from this increased understanding, as
different abilities and learning needs exist in schools, workplaces, and all other public spaces of our communities.

More specifically, this course is designed to introduce class members to the concept of disability and the field of special education. The history, etiology, and characteristics of specific categories of disability will be examined, as well educational programs designed to meet the needs and interests of school-age students with various learning challenges and needs. Topics germane to the study of disability and the field of special education such as cultural and linguistic diversity and inclusion will also be explored. A 25-hour service learning experience is a vital component of this course.

Expected Outcomes: By the end of this course, class participants will be able to:
- Demonstrate an understanding of the concepts of ability differences and exceptionality
- Articulate knowledge of the specific categories of disability designated by federal law and characteristics associated with those categories
- Summarize significant legislation and litigation that has affected the education and lives of individuals with disabilities
- Demonstrate knowledge of interventions utilized by professionals who work with people who have disabilities or are at risk of being identified as having a disability

Texts:
There are NO required texts for this course. All readings and media will be available through the course website.

Teacher Education Standards:
This course addresses UW School of Education Standards 2, 7, 12 & 15. Please see document posted on our course website (Learn@UW) for a detailed overview of the UW School of Education standards met by RP&SE 300.

Course Structure and Credit Hour Policy:
This three-credit course meets on a weekly basis. Students are required to complete a 25 hour service learning component as part of this course. Please note, per the University credit hour policy, for every 1 credit of instructor delivered content, students are expected to complete 2 hours of independent learning. Therefore, for this 3-credit course, students should expect to spend 6 hours dedicated to the completion of course activities, assignments, readings, etc.

Grading:
A total of 100 points can be earned in this course. Final grades will be calculated as a percentage of the total points earned. You must complete all four Service Learning-related assignments to pass this class.
Weekly Quizzes (2 points each) | 13 x 2 = 26 points
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Service Learning Reflections (8 points each) | 3 x 8 = 24 points
Final Service Learning Report (15 points) | 1 x 15 = 15 points
Commitment Form (3 points) | 3 + 2 + 2 = 7 points
Service Learning Hours Log (2 points) | 3 x 8 = 24 points
Service Learning Evaluation Form (2 points) | 1 x 15 = 15 points
Attendance and Professionalism (.5 point each) | 14 x .5 = 7 points
Discussion Guides (1.5 points each) | 14 x 1.5 = 21 points
**TOTAL** | 100 points

### Course Assignments:

- **Weekly Quizzes (26 points)** You will take an on-line quiz through Canvas. Quiz due dates are noted on the course schedule located in this syllabus. Quizzes will be 10 questions each based on the information from readings assigned for the week prior, information covered in class, as well as supplemental materials (such as videos) shared with you on the Canvas site. **Quizzes will open after class on Wednesday and close on the following Wednesday at 4:00 p.m. You will have 2 hours to complete each quiz and you will only get one attempt per quiz.** Quizzes are open source (book, Canvas site, etc.) and you are encouraged to get together with other members of the class community to work on quizzes. The purpose of the quizzes are to support your engagement with the readings and course content.

- **Service Learning Project (46 points)** Each class member must complete a minimum of 25 hours of community service learning involving interaction with at least one person with a disability. *(Please note, if you are already working in a school, you won’t need to find an additional site and there will be an alternative culminating assignment.)* This community service should be carried out over an 8-10-week period. Class members are responsible for arranging their own community service commitments. To aid in this endeavor, a list of agencies and schools that have expressed a willingness to work with RP&SE 300 students will be made available. Additionally, representatives from several agencies and schools will be invited to speak during the first class meeting time (September 9th) to describe their programs and volunteer opportunities. This project is made up of five components described below:

  - **Commitment Forms** are available on the Canvas course site. Completed commitment forms, signed by your site supervisor, must be submitted via Canvas **no later than 8 p.m. on September 18th.** You will need to get started
with your service learning hours by late-September in order to complete at least 25 hours (required for full credit).

- As you complete your service learning hours, you will write 3 brief Service Learning Reflections about what you are doing when you are at your site, what you are learning from the experience, and connecting that learning to course content. There will be 3 different Service Learning Reflection guidelines and guiding questions on our Canvas site. Due dates for your reflections are: **October 30th, November 13th, and December 4th**.
- Once you have finished your Service Learning hours requirement, you will complete a Final Service Learning Report. You will be able to choose between several different options for your report, and can find more information, along with a rubric, on our Canvas site. The due date for the final service learning report is **Monday, December 16th**.
- You will fill out a Service Learning Hours Log (also available on the Canvas site) over the course of weeks when you are completing service learning. Your site supervisor will need to sign the log at the end. You will need to submit the signed Service Learning Hours Log to Canvas no later than **Monday, December 16th**
- After you complete at least 25 hours, you will need to have your site supervisor fill out a brief Service Learning Evaluation form. This form is available on the Canvas site and must be completed and submitted by **Monday, December 16th**

- **Weekly Discussion Guides (21 points)** You will be asked to complete additional weekly assignments (readings, films, podcasts) outside of textbook readings. After reviewing the various media, you will be asked to complete a 2 question discussion guide that should be turned in by 4:00pm on the day of class. These responses can be short, no more than a paragraph, as long as they answer the question provided in a clear and concise manner. **The weekly discussion guide will assist in taking attendance and contribute to your attendance grade, so please prepare a paper copy of your response to submit at the beginning of class.**

- **Attendance and Professionalism (7 points)** Students are expected to demonstrate professional behavior at all times in the classroom and at service learning settings. Professional behavior means that students should arrive on time and prepared to discuss the readings, remain actively engaged in class activities (i.e., taking notes, thinking about links between the readings and course experiences in order to formulate questions and facilitate discussion), engage in serious and critical dialogue with colleagues and the instructors, and listen respectfully to the thoughts of others. **Students and the instructor have a shared responsibility to establish and maintain a positive environment for inquiry, discussion, and the sharing of diverse opinions in the classroom and at your service learning settings.** During all interactions in class and at your service learning sites, you are expected to maintain professional behavior. When communicating verbally, you must use a respectful tone and body language. When communicating by email, you should use
a salutation, write in a professional manner, and provide an appropriate closing. Interactions with the professor, teaching assistant, classmates, service learning partners, and clients must be respectful and courteous. Each student will be held to the following expectations:

- Be respectful of the instructors and other students in your interactions
- Be prompt on meeting scheduled times (arrive to class on time, meet assignment deadlines)
- Use technology to facilitate and not hinder instruction and service

The Professor and Teaching Assistants for this course reserve the right to ask any student who is not acting in a professional manner during a class session to leave.

Course/Assignment Policies:

- **Due dates are not flexible.** As explained above, course quizzes will be open for almost 7 days. If a medical or family emergency occurs for you on one of the assignment due dates, you must contact the professor or a TA to explain your situation and make alternative arrangements in order to have the opportunity to earn the points for the missed assignment.

- If you believe that a grading error has been made, you may appeal the grade using the following procedures. In writing, submit to the instructor or the TA a statement of the grading error and a rationale for why you should receive credit for that portion of the assignment or test. Appeals must be made within one week of the grade being assigned.

- If you have any questions, concerns, or require permanent or temporary disability accommodations/modifications, please see the course instructor.

- The **last day to withdraw** without a DR grade is September 11th.

- "All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and *plagiarism*** are prohibited conduct as outlined in the Student Code of Conduct and will be taken very seriously. To learn more about plagiarism and the appropriate ways to paraphrase and cite sources, please refer to this UW website.

**Plagiarism and Academic Honesty:** While we certainly do not anticipate encountering plagiarism in this class, we would like to draw attention to the issue in order to prevent unintentional instances from taking place. In general, plagiarism means presenting someone else’s words or ideas as if they are your own. Specifically, copying text from an Internet site or simply paraphrasing without proper credit are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructor, a TA, or the Writing Center for guidance.

- **Our Inclusive Classroom:**

  We are committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms, labs, and other places of learning where you will be treated
with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed. In RP&SE 300, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality and other diverse identities that we each bring to class. Your success in this class and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers.

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<tr>
<th>Classroom Norms</th>
<th>Working Agreements</th>
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<tr>
<td>• Presume positive intentions</td>
<td>• Learn and use names</td>
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<td>• Pay attention to self and others</td>
<td>• Start and end on time</td>
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<td>• Practice intellectual humility</td>
<td>• Aim for full participation</td>
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<td>• Approach disagreement with curiosity</td>
<td>• Use electronic devices responsibility</td>
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**Accommodations:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform instructors of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We, will work either directly with you or in coordination with the [McBurney Center](https://www.wisc.edu/mcburney/) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA. Please contact the instructor through email to discuss accommodations you may require.

**Religious observances:** Students who miss course activities while electing to participate in religious activities will be allowed to make up missed work, provided that they inform us of such obligations during the first two weeks of the semester.

**Technology Requirements:** Students must be able to access the course website, email, the Internet, Adobe PDF Reader, and Microsoft Office software to participate in the course. The use of in-class technology (e.g., laptops and tablets) is limited to supporting learning in the classroom. The instructors reserve the right to ask students to put devices away if they feel students are engaged with non-class activities.

**Late or Missed Assignments:** One point be deducted each day an assignment is late. **December 19th** is the last day of the semester and the last day any assignments will be accepted.
Course Website:
Directions:
- Go to http://www.wisc.edu
- Find a quick link to Canvas in the My UW-Madison section on the right-hand side of the page.
- Once in Canvas, enter your net ID and password. This ID and password are the same as those you use to access your MyUW account (my.wisc.edu).
- After logging in, please read the instructions on the top of the center column and choose “Individuals with Disabilities” from “My Madison Courses” under 2019 Spring. This will bring you to the course home page. This home page is where we will post messages to the class as necessary.
- On the course home page, you will find: “Modules” which will give you access to course documents, “Assignments” which will link you to online submission, and “Grades” which shows you your progress in the class.

Student Support Services:
McBurning Disability Resource Center
Writing Center
University Health Services
Course Schedule of Readings & Assignments
The schedule and content may be adjusted only with advanced notice

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<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Media</th>
<th>Assignments</th>
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| 1 09/04 | Review Syllabus & Course Requirements  
Introduction of Definitions & People First Language | Syllabus  
Service Learning Guide | | |
| 2 09/11 | Special Education & Disability Rights: Social & Historical Contexts | Shapiro (1994), No Pity, Introduction & Chapter 1  
Gabel & Connor (2008), Theorizing Disability  
Gargiulo & Bouck (2018) Chapter 1 | Lives Worth Living | Due in class: Discussion Guide #1 |
| 3 09/18 | Special Education: Policies, Practices, & Programs | Rowley (2008), Rowley Revised- A Personal Narrative  
Service Learning Commitment Form Due  
Complete Quiz #1 by 4 p.m. |
Ferri & Connor (2005), Tools of Exclusion: Race, Disability, and (Re)segregated Education | Disabled, But Not Really Articles | Due in class: Discussion Guide #3  
Complete Quiz #2 by 4 p.m. |
| 5 10/02 | Families & Exceptionality | Evolution of the Parent Movement: Past, Present, and Future, Handbook of Special Education, Chapter 48  
Turnbull, Shogren, & Turnbull (2011) Chapter 48 | “Two Black Parents of an Undiagnosed Child Walk into a Meeting: On Race, Special Education, and Our Son’s IEP” | Due in class: Discussion Guide #4  
Complete Quiz #3 by 4 p.m. |
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<td>6 10/09</td>
<td>Universal Design &amp; Assistive Technology &lt;br&gt;Yom Kippur</td>
<td>Story (2011), Chapter 4, <em>The Principles of Universal Design</em>&lt;br&gt;&quot;Why Design should include everyone,&quot; Sinead Burke</td>
<td>The End of Average, Todd Rose&lt;br&gt;&quot;Adults who Live with Learning Disabilities&quot; <em>Talk of the Nation</em></td>
<td>Due in class: Discussion Guide #5&lt;br&gt;Complete Quiz #4 by 4 p.m.</td>
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<td>7 10/16</td>
<td>Learning Disabilities &lt;br&gt;ADHD</td>
<td>Chapters from <em>Urban Narratives</em>&lt;br&gt;Smith, Tyler, &amp; Skow (2018) Chapter 6 &amp; 7</td>
<td>&quot;Adults who Live with Learning Disabilities&quot; <em>Talk of the Nation</em></td>
<td>Due in class: Discussion Guide #6&lt;br&gt;Complete Quiz #5 by 4 p.m.</td>
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<td>8 10/23</td>
<td>Intellectual Disabilities</td>
<td>Smith, Tyler, &amp; Skow (2018) Chapter 9</td>
<td><em>Intelligent Lives</em></td>
<td>Due in class: Discussion Guide #7&lt;br&gt;Complete Quiz #6 by 4 p.m.</td>
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<td>9 10/30</td>
<td>Emotional/Behavioral Disorders &amp; Mental Health</td>
<td>Smith, Tyler, &amp; Skow (2018) Chapter 10</td>
<td><em>A Dangerous Son OR Who Cares about Kelsey?</em></td>
<td>Due in class: Discussion Guide #8&lt;br&gt;First Service Learning Reflection Due&lt;br&gt;Complete Quiz #7 by 4 p.m.</td>
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<td>10 11/06</td>
<td>Autism Spectrum Disorders</td>
<td><em>Camouflage</em>&lt;br&gt;Smith, Tyler, &amp; Skow (2018) Chapter 8</td>
<td><em>Life Animated OR Neurotypical</em></td>
<td>Due in class: Discussion Guide #9&lt;br&gt;Complete Quiz #8 by 4 p.m.</td>
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<td>12 11/20</td>
<td>Physical Disabilities, Health Disabilities, &amp; Related Low-Incidence Disabilities</td>
<td>Smith, Tyler, &amp; Skow (2018) Chapter 11 &amp; 14</td>
<td><em>Gleason</em>&lt;br&gt;<em>Behind the Farm: Meet Chris, from The Biggest Little Farm</em></td>
<td>Due in class: Discussion Guide #11&lt;br&gt;Complete Quiz #10 by 4 p.m.</td>
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<td>13</td>
<td>Online class</td>
<td><strong>Choose a movie from the provided list.</strong></td>
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<td>Due <strong>online:</strong> Discussion Guide #12 by 6 p.m. Complete Quiz #11 by 4 p.m.</td>
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<td>11/27</td>
<td>Media Representations</td>
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<td>14</td>
<td>Visual &amp; Hearing Impairments</td>
<td>Smith, Tyler, &amp; Skow (2018) Chapter 12 &amp; 13</td>
<td><strong>Sound and Fury</strong> <strong>How to Become Batman</strong></td>
<td>Due in class: Discussion Guide #13 <strong>Third Service Learning Reflection</strong> Complete Quiz #12 by 4 p.m.</td>
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<td>12/04</td>
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<td>15</td>
<td>Course Wrap-Up</td>
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<td>Due in class: Discussion Guide #14 Complete Quiz #13 by 4 p.m. Due Monday 12/16: <strong>Final Service Learning Report Service Learning Hours Log Service Learning Evaluation</strong></td>
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