EDSP 220 Disability in Community: Access, Accommodation, Adaptation

Fall 2023: HYBRID – Weekly in person class (Tuesday 11-12:15) with online content modules

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Office Hours: Mondays 3-4PM on Zoom, Tuesdays after class or by appointment;
Communication: If you have questions about assignments or class content, please contact us through Elms. In the event you need to contact Dr. Fink due to illness, religious day or accommodations, you can also use email cmfink@umd.edu or text.

Course Description:
EDSP220 Disability in Community: Access, Accommodation, and Adaptation is a Scholarship In Practice course with a service-learning component. Students will develop Universal Design for Living/Learning (UDL) plans in several stages and in several contexts. One of the contexts is developing UDL from involvement in community settings that deal with disability. The content covers disability studies broadly through activities, film, online discussions, and student involvement.

This version of the course is fully online with weekly modules (readings, ppts, accountability assignments, tests), assignments (discussions, wiki) and one synchronous class period per week on Zoom. In addition to the online coursework. The course requires a 10 hour service-learning experience.

Inclusive Language – This course will support language that is neutral with regard to gender and person-first and dignified language with regard to disability, recognizing that identity-first language is preferred by some individuals and communities. You will be invited to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.) in the first “About You” assignment.
Inclusive Environments - The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. Students will be invited to share their thoughts in class; a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

**General Education Program at UMD**

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

**Required Texts:**

**AND 1 of the following:**


OR


OR


**Recommended Texts:**


**Readings:**

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

*Summary provided by a student - During our time throughout this semester, we expanded our knowledge about disabilities in a wide range of ways. We participated in service learning projects, learned about our classmate’s service learning organizations, and we even were...*
assigned readings that we had to master and analyze. This course focused on specific questions, and how they apply to discussion group readings, and how they apply to universal design.

**Goal and Objectives:**
This course enables interested students with no prior experience in special education or disability studies to examine issues of access, adaptation and accommodation for individuals with disabilities in the community. The aim is for you to become a citizen advocate. This means that you become a critical consumer of disability related media and research, understand the effects of disability in society.

Following completion of the course, students will be able to:

*Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship (SIP1).*
Students will articulate historical trends in the community experience of individuals with disabilities through analysis and discussion of a peer-reviewed article or summary of a legal case regarding an area of disability or disability law. With this historical background, students will apply concepts of Universal Design for Living/Learning (UDL) to readings, case studies and community sites that deal with differences and disabilities.

*Articulate the processes required to bring about a successful outcome from planning, modeling and preparing to critiquing, revising and perfecting (SIP2).*
Students will develop a UDL plan operationalizing principles of inclusion in three phases: first in response to given case studies, second in a team project, and finally in an individual project in conjunction with community service provider. In each phase, drafts of the UDL plan will be revised based on peer and professor feedback.

*Demonstrate an ability to critique existing applications of scholarship in order to learn from past successes and failures (SIP3).*
Students will read about stigma and approaches to disability that come from a medical/deficit model, separate housing and education, “out of sight, out of mind” approach. Through readings and online discussions, they will be able to critically enumerate problems with this perspective, notice its various manifestations, and the importance of developing habits of mind that have greater potential to impart high expectations and promote inclusion. This attitude will undergird their service-learning group and individual projects with individuals with disabilities, their families, or those who provide services and support in the community and further demonstrated in their development and presentation of the UDL plans.

*Demonstrate an ability to collaborate in order to bring about a successful outcome (SIP5):*
Students will be part of a team to plan, carry out a class discussion using UDL principles. During this phase, students will contribute to their classmates’ understanding of a wide range of issues related to the experience of disability in the community, lead group discussions on the readings using UDL principles. Students will contribute to their classmates’ understanding of a wide range of issues related to the experience of disability in the community and give peer feedback on UDL plans. Collaboration and two-way interactions will be particularly important in the individual project under the supervision of community contact and professor.
Communicate the application of scholarship through presentation—written, oral, or visual (SIP4).

Students will study and experience first-hand how personal and societal biases accompanying human differences and potential that may affect access, funding, and perceptions of community, non-profit and governmental groups who work with or advocate for disabilities. The culminating UDL plan will convert into practice the principle that disability is not monolithic but an amalgam of different subgroups with varying needs and identities for whom access can be the result of thoughtful, but simple planning.

Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds (NDSE2).

Students will learn the importance of language and behavior in shaping attitudes. Disability awareness and discussion of “disability etiquette” and potential bias will help students reflect on their interactions. Although students are encouraged to use “person-first” form (PFL) in this academic setting, students will gain exposure to the use of identity-first language (IFL) and its importance within the disability community.

Identify and describe the experiences of individuals who hold different social identities (NDSE3).

Students will come to understand the experience of others through two major themes in the course: history of disability and first-person accounts. Students will be able to list important dates/events in disability history in the US as they learn about “pioneers” in the field advocating from sole dependence on a medical model to a nuanced, culture-specific understanding of human diversity and potential. Students build on this historical base by reading firsthand accounts and discussing current media reports on a wide-range of “visible and invisible” disability experiences.

Communicate and collaborate effectively (i.e., listen and adapt one’s own persuasive arguments) with others from different social backgrounds to establish and build coalitions (NDSE4).

Students will apply collaboration skills on a micro level in team projects and on a macro level working with community organizations that deal with disability broadly defined. Students will learn and apply communication skills that come from awareness of human likeness versus differences with direct contact that comes with the service-learning focus of the course. We will explore the dynamic of anti-ableism with regard to becoming citizen activists.

Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals (NDSE5).

Students will work collaboratively by employing continual peer reviewing of classwork and on team assignments. Through reflection and reciprocity, service-learning project will allow students to develop and demonstrate collaboration across diverse individuals and groups. 

“There is something ironic in prejudice against the disabled and their families, because their plight might befall anybody. Straight men are unlikely to wake up gay one morning, and white children don’t become black; but any of us could be disabled in an instant. People with disabilities make up the largest minority in America; they constitute 15 percent of the population, though only 15 percent of those were born with their disability and about a third are over sixty-five” Andrew Solomon, Far from the Tree: Parents, Children, and the Search for Identity
Course Questions
1. What are the historical, political, social underpinnings of major initiatives regarding civil rights for people with disabilities?
2. How does an individual experience of disabilities support or debunk extremes of discrimination, such as from pity on one end to “supercrip” on the other?
3. What are the major components and applications of UDL in several contexts?
4. What is the definition of disability? How can the social reaction to differentness form groups within a culture? What is binarism and how is it related to stereotypes and stigmas?
5. How do varying views of or bias towards disability affect programming, services, identities. How do organizations plan for access? How is anti-ableism related to anti-racism in terms of activism?
6. What is “normal”? Who decides? What are the implications today and for future developments for groups and individuals that deal with disability?

Campus Student Conduct Policies
Undergraduate Course Policies
Academic Integrity

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids on any academic exercise.
- FABRICATION: intentional and unauthorized falsification or invention of any information or citation on an academic exercise.
- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another violate any provision of the Code of Academic Integrity.
- PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in an academic exercise

Course Policies and Expectations
Throughout the semester we will use different strategies and methods to learn class material, to make presentations, and to explore technology integration. Some tips:

- Read the assigned materials and do so effectively = take notes + highlight!
- If a link does not work on the Class ELMS site, please email me ASAP and let me know. I will check it quickly for you.
- Please spell check and grammar check before submitting assignments.
- Make sure you have an updated version of Office 2016; Windows 10, and Adobe Cloud by going to https://terpware.umd.edu. As long as you are enrolled in one UMD class, you can download software! This software has accessibility features.
- Log in to ELMS-Canvas several times a week to view announcements, discussion posts, and replies to your posts. Canvas can ensure that you receive timely notifications in your
email or on your phone. Please visit this page for instructions to set up your notifications - Set up Notifications in ELMS-Canvas (Links to an external site.).

- Consult Elms assignments for point values, model assignments and rubrics used for grading. You may also want to explore a new feature on Elms, Ally, which creates alternative formats (applying UDL) to documents anywhere you see an "Ally" download icon.

- Lateness and Missed assignments. A late assignment is defined as any assignment submitted after the posted deadline date and time as listed on ELMS. Missed assignments can be made up when the student provides written documentation of a health related issue (Doctor’s note), a religious observance, a university sanctioned event or activity for which the student must attend, or an extenuating family circumstance. Every effort should be made to contact the instructor prior to the assignment due date for approval to be granted for making up the assignment.

**Campus Resources**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Fostering Terp Success:

- UMD Campus Pantry: [UMD Campus Pantry LINK](#)
- UMD Student Crisis Fund: [UMD Student Crisis Fund](#)
- Study skills such as time management, note taking, and exam preparation through [http://ter.ps/learn](http://ter.ps/learn). Here you may schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center.
- The wonderful UM Tech. Support Team is available to help you, call 301-405-1500 for help with access to the online course pages as needed.
- Counseling-You may use the UM Counseling Center for free too, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu) All of the above campus resources are FREE because you have already paid for it, and everyone needs help from time to time.
GRADING POLICIES - SCHOLARSHIP IN PRACTICE ASSESSMENT

THIS IS FOR FIDELITY IN THE GENERAL EDUCATION PROGRAM AT UMD AND FOR PROF COURSE DEVELOPMENT. THE FOLLOWING ASSIGNMENTS (STARRED IN CHART ABOVE) WILL BE USED TO JUDGE:

1. RESEARCH – PARTICIPATION ASSIGNMENT 1-DISABILITY TOPIC RESEARCH
2. APPLICATION – SERVICE-LEARNING PROJECT, UDL PLAN
3. CRITIQUE/ANALYSIS/EVALUATION – FINAL ESSAY
4. REVISION AND REFINEMENT – CASE STUDY REVISION
5. PRESENTING – SERVICE-LEARNING ELMS GROUP PAGE PRESENTATION

GRADING: Point values will be assigned to exams and assignments. Letter grades correspond to the point cutoffs listed here. Please note: It is possible to earn the following grades in this class: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The “+” and “-“ have been added to grades in order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart (CHSE standard):

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Cutoffs</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.00%</td>
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<tr>
<td>A</td>
<td>90.00-93.99</td>
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<tr>
<td>A-</td>
<td>87.00-89.99</td>
</tr>
<tr>
<td>B+</td>
<td>84.00-86.99</td>
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<tr>
<td>B</td>
<td>80.00-83.99</td>
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<tr>
<td>B-</td>
<td>77.00-79.99</td>
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<tr>
<td>C+</td>
<td>74.00-76.99</td>
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<tr>
<td>C</td>
<td>70.00-73.99</td>
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<tr>
<td>C-</td>
<td>67.00-69.99</td>
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<tr>
<td>D+</td>
<td>64.00-66.99</td>
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<tr>
<td>D</td>
<td>60.00-63.99</td>
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<tr>
<td>D-</td>
<td>57.00-59.99</td>
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<tr>
<td>F</td>
<td>&lt;60.0%</td>
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CHSE GRADING SCALE – APPROVED 2020

GRADING POLICIES

Your grade in this course is based on the quality and timely completion of the course assessments. Do not wait until the end of the semester to review earlier assignments and exams. I will discuss any of your grades with you before the final exam and correct any mistakes. All students should be aware of the University of Maryland’s policy on “arbitrary and capricious grading” and understand the process by which they can appeal a final grade: http://www.ugst.umd.edu/courserelatedpolicies.html.

No extra credit and no rounding up. I will be glad to write recommendations upon request.

Participation in the evaluation of courses through CourseEvalUM is a responsibility as a student member of our academic community. Feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. The online evaluation system is available during the last week of the semester at www.courseevalum.umd.edu.
Assignments

A. **Content Assignments (15% of overall grade)**. Each module will have content assignments, which will assess your understanding of the modules content and provide you with content to complete the other assignments. The total for all assignments is 50 points (10 & 15 points for each assignment).
   2. Content Assignment 2: UDL in Education.
   3. Content Assignment 3: Disability Across the Lifespan.
   4. Content Assignment 4: Be a Bat: Disability Awareness.

B. **Application Assignments (20% of overall grade)**. Each module will have application assignments, which will extend your thinking about UDL in society and have you practice applying UDL in specific contexts. The total for all assignments is 80 points (20 points for each modules, a & b assignments).
   4. Universal Design for Learning Part 4: 4a. Service-Learning Reflection, 4b Service Learning Hours

C. **Discussion Posts (15% of overall grade)**. All Modules will have a “Discussion Question” assignment. The question or issue will be based on the readings, Internet resources, and your experiences. For a discussion question assignment, you must post (1) a response to the Question and (2) a response to one of your peers. Please note that each module requires a minimum of two discussion posts. The total for all discussion boards is 20 points (5 points for each assignment).
   1. Understanding Disability in Community (introduction and community building)
   2. Language and Disability (reflection)
   3. Citizen Advocacy (perspectives and experience)
   4. Disability Awareness (critique)

D. **Participation. (15% of overall grade)**. Through these various applications, you will become an advocate for the better practice of UDL in society. The total for all participation assignments is 50 points (15 points for disability topic research, 25 points for case study essay, and 5 each for peer reviews).
   1. Disability Topic Research and Service-Learning Logistics.
   2. Schneider or Girma UDL Case Study Essay.
   3. Schneider or Girma UDL Case Study Essay Peer Review.
4. Service-Learning Elms group page Peer Review.

E. Exams (35% of overall grade). Each module will have an exam. These exams serve as an assessment of your understanding of the course content. The first exam will relate to modules 1 and Exam 2 will include Team readings & Module 2. There are 2 Kahoot reviews (For Exams 1 & 2). The final exam will be cumulative.

1. Exam 1 - 25 points
2. Exam Mods 2 & 3 and team readings – 25 points
3. Kahoot reviews – 5 points each
4. Final Exam – 27 points

Service-Learning Project

Perhaps the best aspect of this course is the opportunity to learn from an experience in the community. Service-Learning is an important feature of this course and a way you can learn more about UDL and disabilities by getting involved with an organization that deals with disabilities broadly defined.

UDL sites can include on UMD on campus clubs like Active Minds, Best Buddies, Terps Raising Pups, Maryland Mentor Corps, Terps in Service and more. Off-campus projects have included working with organizations such as Greenbelt Cares, Meals on Wheels, Wheelchair tennis with JTCC, En Camino and Kids Enjoy Exercise Now (KEEN).

- You may suggest a S-L project, but prof needs to approve it.
- You may do a project that you have worked on before, but most find new projects more fulfilling.
- Some projects require weekly commitments and others are flexible.
- You learn about and apply UDL in a series of steps through the Service-Learning project and course assignments.

Team Project

Purpose - Research and lead a class discussion (on Zoom) about an issue in Disability Studies

UDL 2a – Team Contract and Presentation Draft
   5 points team–UDL plan, topic and roles defined
   5 points individual– topic summary and supporting research

UDL 2b – Team Discussion and Individual Role
   5 points team – Discussion leading and applying UDL
   5 points individual – participation on team, role carried out based on peer and team review

Total UDL Part 2 points = 10 team & 10 individual = 20 possible
 Modules

Readings, power points and internet resources are included for each Module on Elms. Due dates are provided on Elms and assignments can be turned in any time before the due date. If you need an extension for any reason, please email before the due date or you may only get partial credit.  *Denotes assignments for Scholarship In Practice, ** Denotes assignments for NDSE

### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Guiding Questions</th>
<th>Required Readings/Movie</th>
<th>Assignments Due Dates on Elms</th>
</tr>
</thead>
</table>
| **Module 1: UDL Basics-Building Access** | **Topic:** Disability History  
**Guiding Questions:** What are the historical, political, and social underpinnings of major initiatives regarding civil rights for people with disabilities?  
Speakers on Service-Learning | **Disability Studies Reader:** Introduction by Lennard Davis  
“Normality, Power & Culture”  
**Being Heumann,** Prologue & Part 2  
Movie – “Lives Worth Living”  
*Schneider or Girma or Zion (first half)* | **About You Survey**  
**Module 1 Discussion Post:** Importance of Understanding Disability  
**Content Assignment 1:** What I’ve learned about the history of disability  
**Application Assignment 1:** UDL Part 1:  
1a Scavenger Hunt & 1b UDL Basics |
| September     | **Exam**  
**Topic:** Pity and Disability  
**Guiding Question:** How does an individual’s experience with disability support or debunk extremes of discrimination, such as from pity on one end to “supercrip” on the other? | **Being Heumann,** Part 4  
Read Team assigned article | **Participation 1:** Disability Topic  
Research * & Service-Learning Logistics  
Review Kahoot  
Exam 1 |
<table>
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<tr>
<th>Module 2: Accommodating Disability</th>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td><strong>Topic:</strong> Disability Access</td>
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<tr>
<td><strong>Guiding Question:</strong> What are the major components of UDL and what are the major applications of UDL in several contexts? Speaker on Experiences &amp; Glossary</td>
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<td>“Myth of Average” Ted Talk From Criptiques: “What Should You Call Me? I Get To Decide: Why I will never identify with Person-First Language” by Emily Ladau, (on ELMS) Being Heumann Part 1</td>
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<tr>
<td><strong>Module 2 Discussion Post:</strong> Language &amp; Disability **</td>
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<tr>
<td><strong>Content Assignment 2:</strong> UDL In Education</td>
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<tr>
<td><strong>Application Assignment:</strong> UDL 2a: Team Contract and Presentation Draft 3/15, 2b: Discussion leading and Individual Roles</td>
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<td><strong>Participation 2:</strong> Schneider or Girma UDL Case Study Essay **</td>
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<tr>
<td><strong>Mid-Semester Evaluation</strong></td>
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<tr>
<td><strong>Topic:</strong> Disability Stigma</td>
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<td><strong>Guiding Question:</strong> What is the definition of disability? How can the social reaction to differentness form groups within a culture? What is binarism and how is it related to stereotypes and stigmas?</td>
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<td>*Schneider or Girma or Zion–finish</td>
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<td><strong>Content Assignment 3:</strong> Disability Across the Lifespan</td>
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<td><strong>Mid-Semester Evaluation</strong></td>
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<tr>
<th>Module 3: Beyond Accommodation-Adaptation</th>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td><strong>Topic:</strong> Disability Awareness</td>
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<tr>
<td><strong>Guiding Question:</strong> How do varying views of or bias towards disability affect programming, services, identities. How do organizations plan for access? How does anti-ableism relate to anti-racism in terms of activism? Speaker on Media and Disabilities</td>
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<tr>
<td>Enabling Acts by Lennard Davis (on Elms) Being Heumann–Finish</td>
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<tr>
<td><strong>Module 3 Discussion Post:</strong> Citizen Advocacy **</td>
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<tr>
<td><strong>Participation 3:</strong> Schneider or Girma or Zion, UDL Case Study Essay Peer Review</td>
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<td><strong>Content Assignment 3:</strong> Disability Across the Lifespan</td>
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<td><strong>Exam</strong></td>
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<tr>
<td><strong>Kahoot Review</strong></td>
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<tr>
<td>Topic: Conceptualizing Disability</td>
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<tr>
<td>Guiding Question: What is “normal”? Who decides? What are the implications today and for future developments for groups and individuals that deal with disability?</td>
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<td>Exam</td>
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**Sample**