

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Human Development & Family Studies
Course Number and Title:	HDFS 315 Disability Across the Lifespan and Culture
Division:	Upper
Faculty Name:	George Salembier
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite – one (1) lower-division individual and family development course – has been waived by the instructor, but it is preferred.

COURSE DESCRIPTION

“Disabled or Differently Abled.” Joe Dodson

As a society it is inherent upon us to support people with disabilities to live a full, inclusive, and productive life. This course will apply an historical, legal, interdisciplinary, and multicultural perspective to develop your understanding of the strengths, needs, and challenges of individuals with disabilities. Our focus will be relevant to future careers in education, human services, health, business, and the legal professions. Specific attention will be given to ways in which disability may be viewed as a form of diversity. Important frameworks and concepts including social construction of disability, self-determination, inclusion, collaboration with diverse families, and person-centered planning will be explored.

We will study and learn about evidence-based prevention and intervention practices of commonly occurring disabilities and health conditions (e.g., developmental and intellectual disabilities, learning and emotional disabilities, congenital and sensory disabilities, autism spectrum disorder, diabetes, and mobility impairments that may lead to disability) and the related service delivery systems. As we learn about and visit each of the 11 countries on the Spring, 2023 SAS voyage, you will examine and compare how disabilities is viewed by people in the context of life span development, family, education, health, culture, society, and environment.

LEARNING OBJECTIVES

Students will:

1. Demonstrate knowledge of history, philosophy, and definitions related to people with various disabling conditions across the lifespan.
2. Demonstrate understanding of conceptual frameworks and tools for understanding impacts and outcomes for people with disabilities and inclusionary practices in the community.

3. Acquire specific knowledge regarding the interaction and impacts between disabilities and development across the major life stages (conception through old age).
4. Describe concepts related to independence, inclusion, choice and self-determination, empowerment, access, and acceptance for individual differences as they related to various life stages and culture.
5. Apply conceptual frameworks guiding our understanding of policy related to services for individuals with disabilities across the lifespan.
6. Compare societal responses to disability across cultures.
7. Analyze how environments (physical, social, familial, cultural) facilitate or impede participation of individuals with disabilities.

REQUIRED TEXTBOOKS

AUTHOR: Hardman, M.L., Egan, M. W., & Drew, C.J.
 TITLE: Human Exceptionality
 PUBLISHER: Cengage Learning
 ISBN: 978-1-305-63956-0
 DATE/EDITION: 2017/12th Edition

AUTHOR: Smart, J.
 TITLE: Disability across the Developmental Lifespan
 PUBLISHER: Springer Publishing Company
 ISBN: 13: 978-0826139221 OR 10: 0826139221
 DATE/EDITION: 2021/2nd Edition

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1:

Welcome & overview of course
 Introductions
 Introduction of course and field work & norms per the Voyage Community Values, expectations, and requirements
 Sign-ups for case presentations
 Assignments: Read in HE Chapter 1: Understanding Exceptionalities in the 21st Century. Complete case study questions and post in journal #1

2:

Overview of Chapter 1
 Case study presentation and discussion
 View Jeremy the Dud video and discussion
 Define disability & the social construction of disability
 Assignments: Read in HE Chapter 2: Education for All & in Smart Chapters 1 & 2. Complete journal posting #2

3:

Overview of Disability, historical background, legal rights & life span development: IDEA, ADA, Sec. 504, & review of developmental stages and theories

Assignments: Read in HE Chapter 5: Cultural and Linguistic Diversity & in Smart Chapter 9: Understanding Disability. Complete case study questions/HE chapter 5 and post in journal #3

4:

Presentation on Disability, history, laws and theories/stages of life span development
Case study presentation and discussion

Assignments: Read in HE Chapter 6: Exceptionalities and Families. Complete journal posting #4

5:

Presentation on family-centered planning
Discussion of journal postings & questions
Introduction and review of I-Search Project

Preview the disability & human rights context in Tahiti

Assignments: Read in HE Chapter 3, Inclusion and Multidisciplinary Collaboration & in Smart Chapters 10, 11, & 12. Complete case study questions and post in journal #5. Hand in I-Search project focus area & brief description/rationale.

6:

Reflections, observations, & discussion of how Tahiti supports persons with disabilities in schools and communities

Presentation on collaboration and teaming, inclusion, and early childhood (EC) development and EC special education delivery of services

Case study presentation and discussion

Video clip on 'Including Samuel'

Assignments: Read in Smart designated/assigned chapter from Parts 1 & 2, Chapters 3-7. As a small group be prepared to facilitate a discussion of your identified chapter. Post in journal #6 an issue or question related to your chapter.

7:

Round table discussion of Smart chapters 3-9 on child development

Assignments: Read in HE Chapter 4: Secondary Education and Transition Planning & in Smart, Chapter 13. Complete case study questions /Ch. 4 and post in journal #7.

8:

Presentation on adolescent students with disabilities, secondary and transition planning (employment & independent living)

Case study presentation and discussion

Assignments: Read in HE Chapters 9. Complete case study questions/Ch. 9 & post in journal #8

9:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Presentation on students/adults with intellectual & severe/multiple disabilities

Case study presentation and discussion

Assignments: Read in HE Chapter 12: Severe and Multiple Disabilities. Complete case study questions/Ch. 11 & post in journal #9

10:

Presentation and discussion on students/adults with intellectual & severe/multiple disabilities

Case study presentation and discussion

Assignments: Read in HE Chapter 11: Autism Spectrum Disorders (ASD). Complete case study questions/Ch. 11 & post in journal #9

11:

Video: Dr. Temple Grandin

Presentation on students/adults with ASD

Assistive Technology services and supports

Case study presentation and discussion

Assignments: Read in HE Chapter 13: Sensory Disabilities, Hearing & Vision Loss. Complete case study questions/Ch. 13 & post in journal #10

12:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Video on sensory disabilities

Presentation on hearing and vision loss (including assistive technology services & supports)

Case study presentation and discussion

Assignments: Read in HE Chapter 14: Physical Disabilities and Other Health Disorders. Complete case study questions/Ch. 14 & post in journal #11

13:

Videos on TBI & ADHD

Presentation on Physical Disabilities and Other Health Disorders (including assistive technology services and supports)

Case study presentation and discussion

Assignments: Read in HE Chapter 8: Emotional/Behavioral Disorders (EBD). Complete case study questions/Ch. 8 & post in journal #12

14:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Video: Who Cares About Kelsey

Presentation on EBD

Case study presentation and discussion

Assignments: Read in HE Chapters 7: Learning Disabilities (LD) & Chapter 10, Communication Disorders. Complete case study questions/Ch. 7 & post in journal #13.

15:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Presentation on LD & Communication Disorders

Assistive technology services and supports

Case study presentation and discussion

Assignments: Read in Smart, Chapters 8 & 9. Complete question prompts from Chapters 8 & 9 and post in journal #14.

16:

Discussion of Question prompts in Smart on Chapters 8 & 9

Presentation on Supporting Adults with Disabilities (Employment, Post-Secondary Education, Independent Living, & Community Participation)

Video: Murder Ball

Assignments: Read in Smart, Chapter 10. Complete question prompts from Ch. 10 and post in journal #15.

17:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Discussion of Q prompts on Chapter 10

Presentation on Supporting Elderly Adults with Disabilities

Assignments: Read hand-out on Multi-Tiered Systems of Support (MTSS). Complete question prompt on MTSS and post in journal #16

18:

Discussion of Question prompts on MTSS

Presentation on MTSS

Assignments: Read hand-out on Assistive Technology (AS). Complete question prompt on AS and post in journal #17.

19:

Discussion of question prompts on AS

Presentation on AS

Assignments: Read hand-out on Universal Design for Learning (UDL). Complete question prompt on UDL and post in journal #16

20:

Reflections, observations, & discussion of how community systems support persons with disabilities in schools and communities

Discussion of question prompts on UDL

Presentation on UDL

21:

Preparation and work session for I-Search and Community Experiential Project Presentations

22:

I-Search Presentations
Community Experiential Project Presentations

23:

I-Search Presentations
Community Experiential Project Presentations

24:

Course Reflections & preparation for Final Exam

25: Final Exam

Disembarkation Day – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Outcomes: As a result of this field class experience students will understand the opportunities, challenges, and supports those students with disabilities and their families receive in their schools and communities. Issues that will be addressed in the course objectives and content and connected to the field class will focus on urban-rural families, income and poverty, health and family policies, services availability and access, and federal legislation. Through research and document reviews, visitations and observations with administrators, faculty, and students at both a university and a public/governmental or international school students will analyze the factors that impact the quality of school and community services for students with disabilities.

Activities:

- a) Students could visit a primary or secondary public or international school that is considered an inclusive school for students with and without disabilities. The purpose of this activity is to focus on what type of special education services students receive, where those type of services are provided, and how are services delivered.
- b) Possibly a visitation will be proceeded by a tour of the local community to understand and learn about the cultural, economic, and social background of the area. Also, students will visit a local university that includes a university teacher preparation program concentrating in special education. The purpose of this activity for our students is to observe how new teachers are prepared for teaching in inclusive schools.
- c) The last activity could be going to a local educational agency or adult day program for people with disabilities that are considered exemplary for the quality of community services they provide.

Field Class Assessment: The field class assessment will be worth 20% of the overall course grade (10% field trip participation and 10% summary reflection paper). The assignment will include both active participation during their host country field class visit and completion of a summary reflection paper. The paper will be evaluated using a rubric with specified quality criteria detailing what needs to be included and discussed in their reflection e.g., Topics to explore and covered in the course content may focus their summary paper and observations about physical accessibility, governmental, private, and NGO supports, issues and strategies for self & family advocacy, and/or the quality & type of school-age and/or adult service supports and inclusionary practices students observed on site visits. The assignment will be due within 4 days of returning from the port stay.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

The CEP field-based experience will be worth 10% of your final grade in this course. Students in the early part of the voyage will identify one or two inquiry/research questions for comparison related to the course learning objectives and how the context (physical, social, educational, economic, familial, and cultural) supports and/or challenges the inclusionary opportunities and practices for individuals with disabilities. Your research questions will compare schools in three (3) different countries during our Spring, 2023 voyage. For each of the three countries chosen you will contact and visit one or two schools (universities, public/governmental/international, and private schools are acceptable) in or around the port city. Through research and document review, interviews, and observations you will collect evidence to answer your inquiry questions. Protocols and local customs for contacting and visiting schools will be discussed in the beginning of the semester. Towards the end of the voyage, students will write a summary brief of their three countries and then develop a short presentation for each of the three field observations that introduces their inquiry questions, observations, discusses the findings, and provides reflections of how you might structure future research in this area. Students will have time in class, following each port, to share what they investigated & discovered. We will compare ports/countries as we

move along on the voyage. Further details and criteria for topics/questions, observation reports & presentations will be discussed early in the semester.

Suggested comparison topics across the three (3) countries explored may include inquiry questions regarding physical accessibility, governmental, private, and NGO supports, self & family advocacy, and the quality & type of school-age and/or adult service supports and inclusionary practices.

METHODS OF EVALUATION

All course assignments will be evaluated based on the degree of meeting the quality and expectation criteria outlined in the syllabus and assignment descriptions. Information and evidence, structure, analysis and interpretation, mechanics, voice and style, and conclusions will guide the evaluation process for each written assignment. All written papers are expected to include appropriate in-text citations and a reference page (unless otherwise noted), follow APA format, be double-spaced, using 12pt font and be peer reviewed and carefully edited.

This course will focus on professionalism, student engagement, and respectful dialogue. Good dialogue depends a great deal on the open-mindedness and consideration of all participants. This course is designed to be highly interactive and will be based on new knowledge that we all create rather than on lecture or instructor recitation. Your active participation is critical and therefore you must come prepared each class to talk about the readings and field-based experiences. This includes probing questions, exhibiting collegiality, being prompt to class, considering different perspectives, meeting assignment due dates, and engaging in all those behaviors that will foster a positive experience in the classroom. Many classes will include a written knowledge check, entrance card, or exit card. You may hand write or use your computer to write and submit your responses to these activities. I will grade some of these responses, and these grades will count towards your “professionalism, participation, and attendance” grade. It will be necessary to be familiar with the assigned materials in order to attain full credit.

In addition to the Field Class and Independent Field Assignments described above the following descriptions complete all course requirements for HDFS 315:

1. Journal posts – 10%

Online Journal Posts in Moodle will play a central role in how you will reflect on the philosophical, ethical, and knowledge-based issues related to understanding the social construction of disability and the context of life-span development. You will be evaluated on both the quality of your response and your timeliness in meeting posting deadlines. Quality responses are thoughtful and reflective, offering both personal views in a respectful manner as well as making specific connections to the assigned texts, videos & guest speakers, case studies, and field-based experiences.

2. Case Study Presentations – 10%

In small groups, facilitate a lesson/discussion on one of the identified case studies presented in the text and course outline.

3. Midterm – 10%

The midterm exam is a combination of multiple choice, fill in the blank, and short answer questions. It will cover major course concepts and constructs included during the first half of the semester.

4. I-Search Project – 20%

The purpose of this project is for you to use an “I-Search” research strategy to delve deeply into and learn about a particular category or type of disability and to relate it to one or more of the course learning objectives being explored in this class. You will create a research brief consisting of either a 4–5-page handout or 10-12 slide presentation. Additionally, you will prepare a creative element that will accompany a small group in class presentation of your findings. A detailed project description will be provided in class and reviewed.

5. Field Class & Summary Reflection Paper – 20%

6. Community Experiential Project – 10%

7. Final Exam – 10%

The final exam is a combination of multiple choice, fill in the blank, & short answer questions. It will cover major course concepts and constructs included during the second half of the semester.

8. Class Participation – 10%

Class and field experience participation, engagement, timely completion of all course requirements, & professionalism.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable

efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is

provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea[®] courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

TITLE OF FILM: Jeremy The Dud

DISTRIBUTOR: YouTube

TITLE OF FILM: Without Pity

DISTRIBUTOR: Films for the Humanities & Sciences

TITLE OF FILM: Christmas In Purgatory

DISTRIBUTOR: YouTube

TITLE OF FILM: Including Samuel

DISTRIBUTOR: Inclusive Communities Project

TITLE OF FILM: Who Cares About Kelsey

DISTRIBUTOR: Inclusive Communities Project

TITLE OF FILM: Dr. Temple Grandin, The Autistic Brain

DISTRIBUTOR: YouTube

TITLE OF FILM: Murderball
DISTRIBUTOR: MTV Films/Think Film

ELECTRONIC COURSE MATERIALS

None