



Introduction to Intellectual Disability SPCD 420/520 Summer 2014

June 2 – June 27 Monday – Friday
2:00 p.m. – 4:00 p.m.
Technology & Education Center: 220

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The course website is located at: http://www.unm.edu/~susanrc/Site/SPCD_420_520.html
Handouts, the syllabus, class schedule, and recommended readings and resources are available to students via the website. **Please remember to check the website DAILY to download copies of handouts that will be used in class.**

Course Description

This course introduces students to the history of intellectual disability and severe disabilities. Students will critically examine current definitions of intellectual disability and practices in medical diagnosis of intellectual disability (focusing on the 2010 AAIDD definition). They will study the biological, educational, social, and behavioral factors contributing to intellectual delays. Students will consider current and historical educational practices for individuals with intellectual disability and explore contemporary ethical, social, and educational issues that affect the lives of individuals with this label across the lifespan. In addition to lecture, small group, and individual activities, the course includes direct interaction experiences with individuals with intellectual disability.

Course Objectives

Students in this course will:

- Analyze current definitions of intellectual disability.
- Recognize and describe the complex interaction between the ways in which intellectual disability has been viewed or defined by a society and the types of service systems available, key legislation passed, and educational practices utilized.
- Examine the interaction between biological characteristics of common causes of intellectual disability and social, environmental, and educational factors.
- Define the concept of supports and describe how this concept influences provision of appropriate educational and community-based services for individuals with intellectual disability.
- Explore critical issues affecting the lives of individuals with intellectual disability across the lifespan.

Rationale

The rationale for the Concentration in Intellectual Disability and Severe Disabilities is supported by a shift in the major paradigm in special education and bilingual special education from a

solely trait-based conceptualization toward thinking about disabilities as an interaction between individuals with disabilities or those from cultural and linguistic diverse backgrounds, their environments, and needed supports. This new way of thinking forces reanalysis of structures designed to assist individuals in creating for themselves satisfying lives and challenges traditional notions of disabilities and handicaps. The vision of the Intellectual and Severe Disabilities Concentration is aligned with that of the vision and mission of the College of Education.

The College of Education's Mission Statement

The **vision** of the College of Education:

Excellence and diversity through people, ideas, and innovation.

Our **mission** is the study and practice of education through teaching, research, and service. We

- address critical education issues;
- test new ideas and approaches to teaching and learning;
- educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces, and
- prepare students for participation in a complex and challenging society.

In carrying out our mission **we value**

- excellence in all that we do;
- diversity of people and perspectives;
- relationships of service, accountability, collaboration, and advocacy;
- the discovery, discussion, and dissemination of ideas, and innovation in teaching, technology, and leadership

College of Education's Conceptual Framework:

Professional Understandings, Practices, and Identities

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional **understandings, practices, and identities**. These understandings, practices and identities frame the life-long learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

UNDERSTANDINGS frame the identity and practice of educational professional. We seek to help you better understand:

- *Human Growth and Development*
Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.
- *Culture and Language*
The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.
- *Content of the Disciplines*

The substance of the disciplines you teach -- the central organizing concepts and factual information -- and the ways in which new information is created, including the forms of creative investigation that characterize the work of scholars and artists.

- *Pedagogy*
Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.
- *Technology*
Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.
- *Professional Issues*
The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.
- *Nature of Knowledge*
How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in **PRACTICES** that embody the following qualities:

- *Learner-Centered*
Students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.
- *Contextual*
Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.
- *Coherent*
Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.
- *Culturally Responsive*
Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.
- *Technologically Current*

Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

Developing a **PROFESSIONAL IDENTITY** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

- *Caring*
Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.
- *Advocacy*
Committed to ensuring equitable treatment and nurturing environments for all learners.
- *Inquisitiveness*
Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.
- *Reflection-in-Action*
Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.
- *Communication*
Skilled in speaking, writing, and using other modes of expression.
- *Collaboration*
Able to work cooperatively with students, parents, community members, and colleagues.
- *Ethical Behavior*
Aware of and able to work within the ethical codes of the profession.

CEC Standards

SPCD 420/520 addresses the following Council of Exceptional Children Initial or Advanced Preparation Standards.

Primary
ADVANCED 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. (Professionalism & Collaboration, Leadership and Policy)
ADVANCED 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. (Professionalism & Collaboration, Leadership and Policy)
INITIAL 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. (Professionalism & Collaboration, Professional Learning and Practice)
Secondary
INITIAL 1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences)

INITIAL 1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences)
ADVANCED 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes)
INITIAL 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. (Professionalism & Collaboration, Professional Learning and Practice)
INITIAL 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (Professionalism & Collaboration, Professional Learning and Practice)
INITIAL 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. (Professionalism & Collaboration, Professional Learning and Practice)
ADVANCED 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. (Professionalism & Collaboration, Leadership and Policy)

Specific Course Policies

Email Communications

All students enrolled in the course must have an email address within the UNM system. This is the only email address that will be used in communicating about this course. Students are responsible for the information sent out via email to the email account they have listed in the UNM system, so it is important that students check their UNM email accounts daily. If you do not typically use this account, please plan to check this account each day or forward it to the email account you typically use.

Class Participation and Use of Technology in Class

Active class participation is expected of all students. This involves

- arriving to class on time and well-prepared (i.e., having read all assigned readings),
- paying attention to professor and/or other students when they are speaking,
- use of appropriate and non-offensive language during class and in written class assignments,
- demonstrating cooperation with and respect for the professor and peers during class discussions,
- actively participating, being on-topic, during small group activities, and
- showing consideration for other students' need for alternative teaching strategies.

Use of technology (i.e., cell phones, iPods or other MP3s, and/or laptops) not related to class activities can hamper the learning of other members of the class. Since this behavior interferes with the educational process of other students, it is considered disruptive behavior (see the UNM policy on disruptive behavior http://www.unm.edu/~doso/ja_disruptivebehavior.html).

To help create a positive classroom climate that facilitates the learning of everyone, remember to

- turn off the ringer of your cellular phone and not take calls within the classroom (Please step out in the hall to speak if you must answer an emergency call – you can let the professor know if you received an emergency call.);
- refrain from texting during class; this is disruptive to the learning process;

- not use laptops, iPads, iPad minis, or other electronic devices. If you need to use a laptop or other device for notetaking purposes, please check with the professor first.

Extra Credit

Extra credit work is not available for this course.

Formatting Guidelines for All Course Assignments

All written work in this course should be written in accordance with the guidelines of the American Psychological Association's *APA Publication Manual* (6th ed.) (see Required Texts on pages 9-10 of the syllabus). In particular, **all assignments should be:**

- Typed using 12-pt font, double-spaced, and have 1 inch margins on all sides
- Include student's name and name of assignment (e.g., Reflection Paper #1)
- Include headers and page numbers in the upper right-hand corner
- Demonstrate appropriate use of headings
- Written in complete sentences
- Include citation of all sources using the format specified in the *APA Publication Manual* (6th ed.)
- Include a separate reference page that includes all sources used in the paper, formatted according to the APA guidelines
- *All works/sources used in the assignment must be appropriately attributed*

Course Evaluation and Assessment

Attendance and participation in class are mandatory. You are expected to have read the required readings ahead of time and come to class on-time and prepared to participate in class discussions and group activities.

Consistent with policy in the Concentration in Intellectual Disability and Severe Disabilities:

Two absences – 5 points (or half a letter grade) will be deducted from your final grade.

Three absences – 10 points (or a full letter grade) will be deducted from your final grade.

Four absences – You will be dropped from the course.

Missing 50 or more min of a class session = one absence.

Late Assignments & Re-Writes of Assignments

- *All assignments are due on the date indicated in the Class Schedule unless the professor amends the date.*
- *Assignments are to be turned in at the beginning of class (within the first 10 minutes).*
- *Assignments will not be accepted after the due date and will receive a score of "0" points.*
- *The final paper will not be accepted past the due date listed in the Class Schedule.*

To be fair to all students, **re-writes will not be allowed** except under extraordinary circumstances beyond the student's control. In the rare case that a student is asked to re-do an assignment, such as in the case of inadequate citation or other extraordinary circumstance that leads to significant problems with the assignment, total points on the assignment may be reduced. In this instance, students will be required to meet with the professor and may also be required to utilize the services of CAPS or the Graduate Resource Center.

Given this, students are ***strongly*** encouraged to meet with the professor prior to an assignment to insure that they understand the criteria for each assignment. This can take the form of bringing drafts of their work to scheduled office hour appointments well before the assignment is due. The professor may also be able to respond to specific questions about portions of assignments sent via email, time permitting. However, due to time constraints, it is not possible to read complete assignments sent electronically or brought to office hours or provide detailed feedback on all aspects of the draft reviewed. Therefore, the professor cannot predict what grade a student will earn on a submitted assignment based on the review of her/his draft. To make each appointment or email exchange as beneficial as possible, please have specific questions ready to ask about assignments.

Grading and Evaluation. The following tables list the assignments required for this course, the number of possible points for each assignment, and the letter grade and point ranges used for determining final course grades (final grades are based on **percentage of total points**).

NOTE: UNM regulations specify that graduate students may not be assigned a grade of C-, D+, D, or D- (see p. 40 in the *UNM Catalog*). Therefore, graduate students who do not accumulate a minimum of 74% of total points for the course by the end of the summer session will be assigned an F. In addition, incompletes and withdrawals at the end of the summer session will be allowed only in accordance with UNM policies. Please see the UNM catalog for description of these policies.

DESCRIPTIONS OF ASSIGNMENTS ARE LOCATED ON pp. 14-18 OF THE SYLLABUS.

Assignments	Point Value	% of Total Points	Grade
Plagiarism Tutorial	5 pts	100	A+
Class Participation & Professionalism	5 pts	94-99	A
In-class Small Group Work (4) [must be present in class to receive these points]	5 pts	90-93	A-
Interaction Experience & Paper	20 pts	88-89	B+
Article Review(s)	15 pts (each)	84-87	B
<ul style="list-style-type: none"> Undergraduates - 1 article Master's/graduate students - 2 articles Doctoral students (see the professor) 		80-83	B-
Mid-semester take-home quiz	20 pts	78-79	C+
Course Reflection Questions	10 pts (each)	74-77	C
<ul style="list-style-type: none"> Undergraduates - 2 questions Graduate students - 3 questions 		70-73	C-
		68-69	D+
		64-67	D
		60-63	D-
		<60	F

Accommodations

Notify the professor as soon as possible if you need accommodations in the course due to a disability. Be sure to have appropriate information/documentation from the Accessibility Resource Center (277-3506) in Mesa Vista Hall, Room 2021.

Policy on Academic Honesty/Dishonesty

It is the responsibility of students and faculty to engage in “honest and responsible scholarship” (University of Illinois-UC Library, 2013) and to avoid practices that may be considered acts of academic dishonesty. UNM’s policy for students on academic dishonesty, as found in the *UNM Catalog*, p. 44, is as follows:

Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others . . .

In this course we will use the definition of plagiarism adopted by Indiana University (2013):

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:
 1. Directly quoting another person's actual words, whether oral or written;
 2. Using another person's ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or
 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The following specifies how UNM’s policy on academic dishonesty and the definition of plagiarism cited above are applied in this course:

- In terms of written work, you have the responsibility to explicitly specify what portion of that work reflects your own ideas/words, and what portion reflects the ideas/words of other people (e.g., authors of books or journal articles, websites, peers’ work). This includes
 - appropriately indicating direct quotes,
 - adequately paraphrasing others words and correctly attributing the source, and
 - explicitly stating what are primary and secondary sources
- Incorrect citations (e.g., inadequate paraphrasing, incorrectly indicating direct quotes) will result in the following:
 - The first time a problem is noted in an assignment, I will assume that it is unintentional and will ask that the assignment be re-written. Points may be deducted from the assignment at my discretion. In addition, you will be asked to meet with me to learn how to avoid the problem in future assignments.
 - The second time a problem is noted in an assignment, you will be assigned 0 points for that assignment.

- The third time a problem is noted in an assignment, you will be assigned a failing grade in the course. Documentation of this will be sent to the Dean of Students.

If at any time you submit an assignment that contains text or work taken from another source in whole or in part (e.g., a web site, an article, textbook) without any acknowledgment of the original source, you may receive a failing grade in the course. Documentation of this incident will be sent to the Dean of Students.

To assist you in understanding what plagiarism is and isn't, you will be required to successfully complete an online tutorial and provide documentation of passing the tutorial's online quiz. All written work in this course should be written in accordance with the guidelines of the American Psychological Association's *APA Publication Manual* (6th ed.) (see list of Required Books on pp. 9-10 of the syllabus). This *Manual* specifies what plagiarism is and how to compose and format your work so that it is avoided.

Additionally, students in the class will be required to use Turnitin, a program that assists them in strengthening their writing by helping them locate places where they have not appropriately delineated direct quotes, used the structure or ideas of someone else without acknowledgement, or not paraphrased correctly. The professor will provide instructions in class on how to use the program. **TURNITIN ID number for this class is 5149816; password for this class is ID420/520 (use these to log onto the class after you have created your account in Turnitin)**

If you have any concerns or questions about how to appropriately indicate what is your own work and what is derived from the work of others, please see the professor during office hours, or if those times are not convenient, call or email to set an appointment time.

Readings

Required Texts (available in UNM Bookstore, except for the McKenzie text – see below)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

Edgerton, R. B., (1993). *The cloak of competence*. Los Angeles, CA: University of California

Press. **NOTE:** This text is also on reserve at the Reserves Desk in Zimmerman Library.

McKenzie, B. (2008). *Reflections of Erin: The importance of belonging, relationships, and*

learning with each other. Seaman, OH: Art of Possibility Press. **This book will have to be purchased from SUN TASH; I will bring these to class the first couple of days of the class; cost is \$13 and all monies go to SUN TASH.**

Schalock, R. L., et al. (2010). *Intellectual disability: Definition, classification, and systems of*

supports (11th ed.). Washington, D.C.: American Association on Intellectual and Developmental Disabilities.

Parallels in Time II: 1950-2005. <http://www.mncdd.org/parallels2/index.htm>. This is a website that you will use to complete the final Reflection Papers. It contains text, video clips, still photographs, and copies of original documents related to the history of disability in four different categories. There will not be daily assigned readings from the website, however, **you will need to use it to complete the final Reflection papers.**

Other Required Readings (available on the Zimmerman Library Electronic Reserve Website)
Password is lobo420520.

Aunos, M., & Feldman, M. (2007). Parenting by people with intellectual disabilities. In I. Brown & M. Percy (Eds.) *A comprehensive guide to intellectual & developmental disabilities*. (pp. 595-605). Baltimore, MD: P.H. Brookes.

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). Biological aspects and the promises of prevention. In *Mental retardation* (7th ed.) (pp. 180-226). Saddle River, NJ: Merrill Prentice Hall.

Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). Individual rights and legal issues. In *Mental retardation* (7th ed.) (pp. 122-158). Saddle River, NJ: Merrill Prentice Hall.

Braddock, D. L., & Parish, S. L. (2001). An institutional history of disability. In G. L. Albrecht, K. Seelman, & M. Bury (Eds.) *Handbook of disability studies*. Thousand Oaks, CA: Sage Publications.

Castle, L. (2010). *Bruce Alan Voorhees: A mother's memories*.

Fleming, A. R. (2009). Mommy is always there for me. *People Magazine*.

- McDonnell, J. J., Hardman, M. L., & McDonnell, A. P. (2003). Multicultural perspectives. In *An introduction to persons with moderate and severe disabilities: Educational and social issues* (2nd ed.) (pp. 94-137). Boston: Allyn & Bacon.
- McGrew, K. S., & Evans, J. (2003). IQ and disability: The misunderstood common denominator. In *Expectations for students with cognitive disabilities: Is the cup half empty or half full? Can the cup flow over?* (Synthesis Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved [5/17/05], from the World Wide Web:<http://education.umn.edu/NCEO/OnlinePubs/Synthesis55.html>
- Judge, J., Walley, R., Anderson, B., & Young, R. (2010). Activity, aging, and retirement: The views of a group of Scottish people with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 7, 295-301.
- Ryndak, D., Ward, T., Alper, S., Storch, J. F., & Montgomery, J. Q. (2010). Long-term outcomes of services in inclusive and self-contained setting for siblings with comparable significant disabilities. *Education and Training in Autism and Developmental Disabilities*, 45(1), 38-53.
- Sauer, J. (2012). Marie's portrait. In *Negotiating the social borderlands: Portraits of young people with disabilities and their struggles for positive relationships*. (pp. 79-101). Washington, D. C.: AAIDD.
- Smith, J. D., & Wehmeyer, M. L. (2012). Who was Deborah Kallikak? *Intellectual and Developmental Disabilities*, 50, 169-178. doi:10.1352/1934-9556-50.2.169

Thompson, J. R., Wehmeyer, M. L., & Hughes, C. (2010). Mind the gap! Implications of a person-environment fit model of intellectual disability for students, educators, and schools. *Exceptionality*, 18, 168-181. doi: 10.1080/09362835.2010.513019

Wehmeyer, M. L. (2013). Disability, disorder, and identity. *Intellectual and Developmental Disabilities*, 51(2), 122-126. doi: 10.1352/1934-9556.51.2.122

Recommended Readings & Resources (not required but will build your knowledge and understanding of disability and intellectual disability in particular)

Brown, I., & Percy, M. (2007). *A comprehensive guide to intellectual & developmental disabilities*. Baltimore, MD: Paul H. Brookes.

Buntinx, H. E., & Schalock, R. L. (2010). Models of disability, quality of life, and individualized supports: Implications for professional practice in intellectual disability. *Journal of Policy and Practice in Intellectual Disabilities*, 7, 283-294.

Hastings, R. P., & Taunt, H. M. (2002). Positive perceptions in families of children with developmental disabilities. *American Journal on Mental Retardation*, 107, 116-127.

McGrew, K. S., & Evans, J. (2003). *Expectations for students with cognitive disabilities: Is the cup half empty or half full? Can the cup flow over?* (Synthesis Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved [5/17/05], from the World Wide Web:
<http://education.umn.edu/nceo/OnlinePubs/Synthesis55.html>

Nirje, B. (1969). The normalization principle and its human management implications. In R. Kugel & W. Wolfensberger (Eds.). *Changing patterns in residential services for the mentally retarded* (pp. 181-194). Washington DC: President's Committee on Mental Retardation.

Schalock, R. L., & Luckasson, R. (2005). *Clinical judgment*. Washington, DC: American Association on Mental Retardation.

Schalock, R. L., Luckasson, R. A., & Shogren, K. A. (2007). The renaming of *mental retardation*: Understanding the change to the term *intellectual disability*. *Intellectual and Developmental Disabilities*, 45, 116-124.

Schwier, K. M., & Schwier, E. (2005). *Breaking bread, nourishing connections*. Baltimore, MD: Paul H. Brookes.

Scorgie, K., & Sobsey, D. (2000). Transformational outcomes associated with parenting children who have disabilities. *Mental Retardation*, 38, 195-206.

Snell, M. E., & Luckasson, R. (2009). Characteristics and needs of people with intellectual disability who have higher IQs. *Intellectual and Developmental Disabilities*, 47, 220-233.

Description of Specific Course Requirements

Plagiarism Tutorial

5 pts

Go to the website below and complete the tutorial on plagiarism. It will provide information on what plagiarism is, examples of different types of plagiarism, practice problems, and a short quiz. Once you've worked through the material, take the quiz and print out the certificate indicating that you passed the quiz. Turn this in to the professor by 6/6 to receive points for this assignment. If you have done this for another class, provide a copy of the certificate to the professor by 6/6.

Website: <https://www.indiana.edu/~istd/>

Class Participation & Professionalism

5 pts

This course is structured so that class discussions and activities are critical to student learning; most classes will be a blend of lecture and whole and small group discussions and activities. All students are expected to come to each class on time and fully prepared to participate dynamically in class activities. This includes asking pertinent questions, contributing relevant comments and examples, and contributing to small group activities. The following Class Participation rubric will be used for assessment criteria for this requirement.

Class Participation & Professionalism Rubric

	1	0.5	0
Listening	Actively and respectfully listens to peers and professor; allows everyone to contribute to discussion.	Occasionally appears to be distracted or disinterested in peers/professor's comments, or occasionally dominates	Often seems to be distracted or engages in nonrelated activities when a peer or professor is speaking, or

	1	0.5	0
		discussion.	dominates discussion.
Preparation	Consistently arrives on-time and fully prepared; comments/ questions provide evidence that student has done readings and completed assigned tasks; appears ready and willing to engage in class discussions and activities.	Occasionally arrives late and/or at times demonstrates through comments or lack of participation that readings were not done or only read superficially; occasionally does not have tasks completed; not always ready to engage in discussions/ activities.	Frequently late to class and/or comments/lack of participation indicate that readings have not been done; tasks often not done or incomplete; little evidence of thoughtful consideration of key ideas in readings.
Quality of contributions	Offers comments or asks questions that are relevant and reflect understanding of assigned text(s); responds to previous remarks of other students and attempts to engage them in further discussion; offers thoughtful insights about class topics or readings. Consistently uses person-first language in speaking and writing.	Occasionally offers thoughtful comment about class topics or readings but does not make voluntary contributions consistently; comments/questions are not consistently relevant and/or demonstrate lack of preparation or attention to other students comments. Occasionally uses non-person first language in written and spoken communications.	Rarely makes voluntary contributions; comments/participation display limited understanding of course readings or peers' previous comments; comments are inaccurate, off topic, or consistently superficial. Rarely uses person-first language in written or spoken communication.
Impact on class climate	Participation and comments encourage peers and professor to engage in deeper discussion of key course ideas and constructs; contributes positively to everyone's learning.	Participation and comments are appropriate but don't consistently encourage others to delve deeper into course concepts; comments are frequently superficial.	Little or negative effect on others' understanding or engagement with course concepts; sometimes treats peers disrespectfully.
Frequency of participation	Consistent, active, and appropriate participation in class discussions and activities.	Inconsistent participation in class activities and discussions; sometimes is an active participant and at other times is 'tuned out' or engaging in nonrelevant activities.	Rarely participates in discussions or activities; often engages in activities during class that are not related to the class activities (e.g., texting, using the internet, reading unrelated materials).
			Total: /5

Small Group Work (4)
5 pts each

These are small group activities that result in products done in class. Students must be present in class on the day in which the small group projects are done to receive points.

Interactive Learning Experience & Paper USE TURNITIIN
20 pts

Interaction Experience. The purposes of this assignment are for students to have an opportunity to (a) see individuals with intellectual disability from different perspectives (e.g., not solely as students) and (b) to gain firsthand knowledge of some of the issues and concerns affecting individuals with intellectual disability and their families. To gain this knowledge, we will have several guest speakers with intellectual disability of various ages visiting the class to present in a variety of ways. There will also be opportunities for students to talk as a group and individually with these guests during class sessions to learn more about what they see as issues and concerns in their lives. Students will use these experiences and course readings and class discussions to reflect on critical issues in the lives of persons with intellectual disability and their families in a paper turned in to the professor.

Paper. Students will write a paper related to their interaction experiences using the writing prompts below to guide their reflections. This paper should conform to the formatting guidelines in the *APA Publication Manual* (6th ed.) (see also p. 6 in the syllabus). It should be 4-7 pages in length plus a separate Reference page. **TURN IN THE GRADING CHECKLIST on page 14 AS THE FIRST PAGE OF THE PAPER; USE TURNITIN TO SUBMIT THE PAPER.**

Writing Prompts (respond to EACH prompt):

- What was the context for your interactions with the individuals (e.g., what kind of presentation did they participate in, did you speak with them individually)
- Describe to what extent this individual was/is included in school or within the community.
- Does the individual have a job? If so, what is it and how do they feel about it?
- What are some of the dreams and hopes that this individual(s) holds?
- Describe some of the things you learned about the individuals you spoke with that surprised you and discuss why you found these things surprising.
- Describe significant concerns or issues in the life of the individuals you spoke with that are ones we have discussed in class or that you have read about in this course.
- Were there any issues or concerns in his/her life that we **have not** talked about, and if so, what were they?
- Reflect on the insights related to intellectual disability and the crucial issues in this field that were gained from this interaction experience. **This portion of the reflection should be explicitly tied (linked) to class readings and discussions. You must cite specific readings and/or class discussions to support or illustrate your points. [Use a minimum of 3 separate sources, including at least one relevant required reading.]**

Grading Checklist for Interactive Learning Experience and Paper

1. Responded to each prompt below. Paper will be assessed on accuracy, depth of discussion, and tying reflections **explicitly** to course readings and class discussions. /18

- What was the context for your interactions with the individuals (e.g., what kind of presentation did they participate in, did you speak with them individually)
- To what extent was/is this individual included in school or within the community?
- Does the individual have a job? If so, what is it and how do they feel about it?
- What are some of the dreams and hopes that this individual(s) holds?
- Describe some of the things you learned about the individual (s) that surprised you. Discuss why you found these things surprising.

- Describe significant concerns or issues in the life of the individual(s) that are ones we have discussed in class or that you have read about in this course.
- Were there any issues or concerns in his/her life that we have not talked about? If so, describe them.
- Provide a reflection on the insights related to intellectual disability and the crucial issues in this field that were gained from these interaction experiences. This reflection should be explicitly tied (linked) to class readings and discussions (minimum of 3 separate citations).

2. Paper conformed to all length (4-7 pp. plus separate Reference page) and formatting guidelines specified in the *APA Publication Manual* (6th ed) /2

TOTAL: /20

Research Article Reviews (1 for undergraduate students; 2 for graduate students) 15 pts each
Doctoral Students: Check with the professor for additional instructions

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The purpose of this assignment is for students to (a) become familiar with how to search the professional literature in the field of intellectual disability and (b) begin exploring topics within that field that are of particular interest to them.

Students will locate one (for undergraduate) or two (for graduate students) studies from the research literature on a topic of interest to them that is related to current issues in the field of intellectual disability. (NOTE: doctoral student need to check in with the professor about this assignment.) Studies must have been published between 2004 – present. During one class period, a university research librarian will provide students with instruction on effectively searching electronic databases to locate relevant articles and locating professional journals in the university libraries. Students will have time during this class period to locate appropriate articles for the assignment.

Selected articles can be examples of varied types, such as historical reviews, policy analysis, research studies, or first-person accounts. However, the articles must meet the following criteria:

- the topic must be related to intellectual disability
- the article must be published in a peer reviewed, scholarly journal (ask the professor if you are unsure)
- the article must have been published no earlier than 2004.

Articles from the assigned or recommended course readings, those pulled from websites on the internet, non-peer reviewed journals, or popular press magazines, or book chapters will NOT be accepted. Also, you cannot use *TEACHING Exceptional Children* or *TEC-Plus* for this assignment.

It is the student's responsibility to select an article that meets the criteria listed here. If you have questions about the acceptability of a particular article, check with the professor before writing your paper.

Students will summarize and respond to the study(ies), using the format specified in class and found in the Grading Criteria below. The article summaries must be a minimum of 3 typed pages

plus a separate Reference page. Papers must follow the formatting guidelines specified in the *APA Publication Manual* (6th ed.). To receive maximum points for the assignment, students must turn in

- the grading checklist
- the article review paper, and
- a copy of the reviewed article.

USE TURNITIN TO SUBMIT THE GRADING CHECKLIST AND PAPER; bring a hard copy of the article itself to class and turn it in to the professor.

Some journals that are likely to include articles appropriate for this assignment are *Intellectual and Developmental Disabilities* (formerly *Mental Retardation*), *American Journal on Intellectual and Developmental Disabilities* (formerly *American Journal on Mental Retardation*), *Research and Practice for Persons with Severe Disabilities*, *Education and Training in Autism and Developmental Disabilities*, *Exceptional Children*, *Journal of Special Education*, *Journal of Positive Behavior Interventions*, to name only a few.

Journal Article Review Checklist (1 review for undergraduates; 2 for graduate students)

1. Article review conforms to all length (minimum of 2 pages plus separate Reference page) and formatting guidelines specified in syllabus. Use the APA Manual (6th ed). Made each of the bulleted items in #3 below a heading. /3

2. Summary includes all of the following (**make each of these bulleted items a heading in your paper**): /10

- Explanation of why the student selected this particular article
- Brief description of the purpose of the selected article/study
- Thorough summary of the article; if a research study is selected, it should include a brief description of the participants in the study, the type of intervention used, and the results of the intervention.
- Discussion of the implications of this article for teaching/practice and research with individuals with intellectual disability.

4. Copy of article included with the paper.

_____/2
TOTAL: _____/15

Mid-Semester Quiz

20 points

Students will complete a take-home mid-semester quiz that assesses their knowledge and understanding of key course concepts, terminology, and issues. The quiz will include objective (e.g., multiple choice) and essay questions. Essay questions will be graded on accuracy, completeness, and demonstration of depth of understanding of key concepts.

Course Reflection Questions

10 points each; 20 points total for undergrads;

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30 points for graduate students

(2 for undergraduates; 3 for graduates)

The purpose of this assignment is to provide a scaffold for students to thoughtfully consider critical issues related to the field of intellectual disability. Undergraduate students will be asked to answer **two** and graduate students **three** open-ended (essay) questions related to course

readings. Answers to these questions should reflect the student's personal thoughts and opinions AND demonstrate an understanding and synthesis of the literature around the issue being explored (i.e., answers should not be merely a summary of the readings but should include analysis and synthesis).

- For each question, students must refer to and cite a minimum of 3 separate course readings or other relevant literature.
- Papers must conform to the formatting guidelines in the *APA Publication Manual* (6th ed.) and specified on page 5 of the syllabus. **Answers to each essay question should be a minimum of 3 pages. Organize your paper into 2 (for undergrads) or 3 (for grads) sections, with each question making up one section of the paper; label each section so it is clear what question is addressed within that section. Include a separate Reference page at the end of the paper that includes each reference cited.**

So, for undergrads, the entire paper should be a minimum of 6 pages plus a title and reference page. For graduate students, each paper should be a minimum of 9 pages plus a title and reference page.

- Each answer should be a minimum of 3 pages (see handout).
- Include 2 copies of the Grading Rubric for undergrads and 3 copies for graduate students as the first pages of your paper.

Grading Rubric for Reflection Questions (include 2 (undergrads) or 3 (graduate students) copies of this as the first pages for your paper.)

1. Completeness & Accuracy 1 2 3 4 5 x .6 ____ (3)

a. Paper (answer to the question) addresses all components of the question and information is accurate.

2. Content	1	2	3	4	5	x 1	____(5)
<p>a. In answering the question, the student demonstrated solid understanding of the major themes of the course, used course readings to accurately define concepts, and demonstrated strong evidence of analysis and synthesis of related information.</p>							

3. Organization 1 2 3 4 5 x .2 ____ (1)

a. Paper demonstrates strong evidence of clear organization of content; contains smooth, logical transitions from idea to idea and section to section.

4. Format and Style	1	2	3	4	5	x .2	____(1)
a. Student used correct mechanics throughout the paper.							
b. Student used correct grammar throughout the paper.							
c. All sources were attributed appropriately.							

- d. Student correctly used APA formatting guidelines (6th ed.)
- e. Answers for each question were a minimum of 3 pages in length

TOTAL: _____/10

5 = Met each criterion under this category and demonstrated strong evidence of critical thinking, insight, and thoughtful reflection

4 = Met each criterion under this category

3 = Met most criteria under this category

2 = Met only a few criteria under this category

1 = Did not meet criteria under this category

Class Schedule

NOTE: The professor may adjust dates/assignments as the course progresses, but will provide adequate verbal and/or written notice if dates/assignments change.

Date	Topic	Readings	Assignments Due
Week 1 Historical Perspectives & Definitions			
6/2	Introduction to course Historical perspectives on intellectual disability		
6/3	Historical perspectives on intellectual disability	1. Braddock & Parish: An Institutional History of Disability 2. Smith & Wehmeyer (2012)	Small Group Work #1: Timeline
6/4	Historical and current definitions of intellectual disability and associated terminology	1. Schalock et al.: Preface and Chapter 1	
6/5	Historical and current definitions of intellectual disability and associated terminology	1. Schalock et al.: Chapter 1 2. Wehmeyer (2013)	Turn in certificate for Plagiarism Tutorial
6/6	Library research session: Chris Desai Meet in Zimmerman Library, Room 254	Edgerton pp. 1-53	Bring your Lobo IDs & ideas for topics you want to research
Week 2 Assessment: Purposes and Components/Paradigm of Supports			
6/9	Theories of intelligence Assessment practices	1. Schalock et al.: Chapters 2, 3, & 4 2. <i>IQ & Disability</i> (McGrew & Evans)	Research Article Review #1

Date	Topic	Readings	Assignments Due
6/10	Theories of intelligence Assessment practices	1. Schalock et al.: Chapters 7 & 8 2. Edgerton pp. 53-91	
6/11	Assessment practices: Adaptive Behavior Supports paradigm: Effective Supports for persons with intellectual disability	1. Schalock et al.: Chapter 5 2. Schalock et al.: Overview pp. 105-107 & Chapter 9 3. Thompson et al. (2010)	
6/12	Supports paradigm continued. Related Legislation and Case Law	1. Beirne-Smith et al. Chapter 4 1. <i>Multicultural and diversity issues chapter</i> (McDonnell et al.) 2. McKenzie: Act 1 (pp.2-16)	Small Group Work #2: Legislative /Case law Overview
6/13	Historical and Future Perspectives Guest Speaker: Matt Mccue	Castle (2011)	
Week 3 Causal Factors & Prevention/Supports			
6/16	Guest Speakers: ARCA Theater Troupe	Edgerton pp. 131-154	Research Article Review #2 (for Graduate students)
6/17	Casual factors of intellectual disability and prevention supports	1. Beirne-Smith et al. Chapter 6 2. Schalock et al.: Chapters 6,10, & 11	
6/18	Guest Speakers: Young Disability Leaders	Edgerton pp. 155-194	
6/19	Casual factors and prevention/supports	1. Schalock et al.: Chapters 6,10, & 11 2. Beirne-Smith et al. Chapter 6	Small Group #3: Case studies
6/20	Educational issues: the early years	1. Ryndak et al. (2010) 2. Sauer (2012)	Turn in Mid-semester Quiz (turn in a completed hard copy)

Date	Topic	Readings	Assignments Due
Week 4 Looking at ID Across the Lifespan			
6/23	School Years, continued and Transition from school to adult life Guest Speaker: Connie DeHerrera, Governor's Commission on Disability	1. Schalock et al.: Chapters 12, 13, 14 2. McKenzie: Act II & III (pp. 16-48)	
6/24	Adult issues/ services and supports	1. Aunos & Feldman 2. Fleming	Interaction Paper
6/25	Inclusion in the wider community	1. McKenzie: Act IV & Epilogue (pp. 49-72) 2. Schalock et al.: Chapter 15	
6/26	Adult and aging issues	1. Judge et al. (2010) 2. Edgerton pp. 195-234	
6/27	Wrap-up	Review final McKenzie and Edgerton readings.	1. Small Group Work #4: Final Discussion of Edgerton and McKenzie 2. Course Reflection Questions