

**In-Service Education**  
**COURSE SYLLABUS**

EDUC 5410.01 / SPED 5410.01  
**COURSE NUMBER AND SECTION**

Nancy A. Verderber  
**INSTRUCTOR**

Exploring & Enhancing Awareness  
of Disability Related Issues  
**COURSE TITLE**

Spring, 2004  
**TERM**

WEBG  
**SITE**

1  
**CREDIT HOURS**

**1. Course Description:**  
**(Provide details of student focus, rationale, scope, and prerequisites)**

This course is designed to provide students the opportunity to learn about issues and laws that affect and pertain to persons with disabilities and their families. Legislation, attitudes and expectations are shifting from an emphasis on cure, care and treatment to a concentration on participation, capabilities, adapting environments and building community for people with disabilities. A cross-disability focus will be presented throughout the course, therefore, a broad base of disability categories will be presented and discussed including physical, emotional, cognitive, and sensory disabilities. The history and current issues of the disability rights movement will be presented. Students will have an opportunity to explore their own thoughts, feelings and perceptions about issues related to the disability community. In order for teachers and other professionals to effectively interact and assist individuals with disabilities they need an awareness of everyday experiences that impact the quality of life for people with disabilities, along with an understanding of appropriate referrals to agencies/organizations.

**2. Learning Outcomes:**  
**(Goals, objectives, course outcomes, etc.)**

At the conclusion of this course, each student will be able to:

1. Indicate the basic legal mandates of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act (IDEA)
2. Identify and describe two agencies that provide services to people with disabilities.
3. Analyze his or her individual perceptions and attitudes toward people with disabilities.
4. Demonstrate an understanding of how the interaction between race, class, and gender affects persons with disabilities.
5. Discuss the vision and goals of the disability rights movement and how he or she may be involved in achieving their success.
6. Understand parental perspective on raising a child with a disability and recognize various family structures, cultures and ethnic diversity.
7. Describe the vast array of assistive technology devices/equipment utilized by people with disabilities.

8. Recognize the professional values and ethics and the appropriate awareness and ethnic sensitivities related to working with persons with disabilities.
9. Review the history of the disability movement from a social justice viewpoint.
10. Assist the disabled community with needed legislation and social services that promote equality, self-empowerment, and independence.

**3. Schedule of required readings, class participation and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:**

TEACHING AND LEARNING METHODS

Teaching strategies incorporated into the course include cooperative learning, lecture, discussion, activities, simulation, field work, video and reflective practice.

**MEETING 1 & 2**

Overview of course

-Disability Rights Movement

- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act
- IDEA (P. L. 94-142)
- Adapting and Modifying Curriculum
- Inclusive Practices
- Self-Advocacy for Students with Disabilities
- Parent Perspective
- Discussion of Project
- Awareness Issues
- Assistive Technology
- Vision and the Future of the Disability Rights Movement
- In Class/Open Book/Group Review Examination

**4. Resources:** No text required. Articles and materials will be provided.

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Parent Interview, or Wheelchair Simulation, and paper - 40%

Participation & Attendance- 60%

Please mail project papers to **Nancy Verderber, 2319 A Hickory, St. Louis, MO 63104**. Submit 2 copies of your paper with a self-addressed stamped envelope if you want your paper returned.

**NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required**