

**William Paterson University  
College of Education  
Department of Special Education & Counseling  
Disability Studies Program**



**Winter 2019  
DIS 3030: Service Learning in Disability Studies.**

**Instructor:** Dr. Pamela Brillante  
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**Class time / location** - online  
**Office Location:** Valley 3102  
**Office Hours:** by appointment only

**Title of Course and Suggested Course Number**

Service Learning in Disability Studies.  
DIS 3030  
3 credits  
UCC Category 5 approved

**Course Description**

This course is designed to help students explore the concept of social justice through the active participation in community organizations that serve individuals with disabilities. The course integrates theory and practice by pairing previous or concurrent academic course work with meaningful community-based learning experiences.

Students will participate in self-designed internships with community-based advocacy organizations, arts programs, nonprofit settings or other social and cultural program that provide ongoing and direct interaction with individuals with disabilities. Students are required to secure a volunteer position within an organization within the first two weeks of the course. During the semester, students will engage in written reflection and analysis of their experience.

## **Course objectives**

5a. Students will demonstrate an understanding of the lived experiences of the individuals with disabilities in their internship site by writing a comprehensive case study identifying individualized and group needs.

5b. Students will develop an understanding of the local community by critically evaluating the range of social, cultural, economic and workplace offerings available to individuals with disabilities across the age span.

5c. Students will reflect on the impact that social, cultural, and political issues and policies have surrounding the provision of services for the individuals participating in their internship sites and identify ways they can impact positive change.

5d. Students will actively participate and contribute effectively to the mission of the internship site

## **Student Learning Outcomes (UCC Area 5)**

### **Area 5a. Demonstrate the knowledge and skills to engage in community problem solving**

Social justice is linked to the concept of equal rights for all, in all aspects of society. This idea of social justice stresses that all people, including individuals with disabilities, have personal, political and economic rights and must have equal opportunities to participate in life experiences. It is the personal and civic responsibility of communities to be prepared to provide reasonable accommodations for individuals with disabilities so they can have full access to the physical community, social organizations and activities of the community. By evaluating the needs of the individual, students would become aware of the educational, medical, recreational, and therapeutic services that are needed in the community, so that the needs of the individuals can be met.

### **5b. Identify key arenas (local, national and/or global) of engagement and decision-making**

To create a just society, governments and community agencies must develop programs and supports that are needed to level the playing field for individuals with disabilities. Students will be able to develop an understanding of the community and its needs by critically evaluating the range of community offerings their local communities have available to individuals with disabilities across the age span.

### **5c. Identify the relationship between the course discipline and civic engagement**

Disability is a social construct, and the discipline of Disability Studies looks at disability through social, political and cultural lenses. By integrating academics and service learning, students will have a variety of opportunities to develop community leadership skills and enrich their own learning by exploring their own attitudes and

beliefs about the needs of individuals with disabilities and develop ideas for what societies can do to minimize marginalization.

#### **5d. Demonstrate the skills to effectively participate in community and civic life**

By being actively involved in learning experiences with individuals with disabilities, students will develop a deeper understanding of the discipline of Disability Studies and the need to respect the dignity of every member of society. Students will work towards contributing effectively to the mission of the internship site and participate in self-reflection activities to explore their own attitudes and beliefs about the needs of individuals with disabilities

#### **Topical Outline for Course Content**

1. Individuals with disabilities in society
2. Services and Supports for Individuals with Disabilities
3. Government services
4. Social and religious organizations
5. Personal beliefs, individual responsibilities and community action
6. Cultural beliefs, collective responsibility and community action
7. Political action and levels of involvement
8. Community problem solving
9. Changing societies

#### **Guidelines / Suggestions for teaching methods and student learning activities**

1. UCC Area 5a will be evaluated by a written case study scored on a rubric and journal entries
2. UCC Area 5b will be evaluated by a written community profile scored on a rubric
3. UCC Area 5c will be evaluated by class participation, journal entries, and final reflection paper
4. UCC Area 5d will be evaluated by the final reflection paper and a completed questionnaire from a supervisor in the field placement.

#### **Guidelines/Suggestions for Methods of Student Evaluation**

Evaluation of the service portion of this course will vary, depending upon the site and needs of the agency/group, and will be outlined in each student's personal plan.

The in-class seminar portion of this course will be evaluated using a rubric to grade the written assignments and class participation.

#### **Bibliography of Supportive Text and Other Materials**

Benigni-Cipolle, S. (2010). *Service-learning and social justice: Engaging students in social change*. New York, NY: Rowan & Littlefield Publishers.

Berman, S. (2015). *Service learning: A guide to planning, implementing, and assessing*

- student projects*. New York, NY: Skyhorse Publishing.
- Butin, D.W. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. New York, NY: Palgrave Macmillan.
- Cantor, J. (1997). Experiential learning in higher education: Linking classroom and community. *ASHE-ERIC Higher Education Report No. 7*. Washington, DC: George Washington University, School of Graduate Education and Human Development.
- Cipolle, S.B. (2010). *Service learning and social justice: Engaging students in social change*. New York, NY: Rowan & Littlefield Publishers.
- Farber, K. (2011). *Change the world with service learning: How to create, lead, and assess service-learning projects*. New York, NY: Rowan & Littlefield Publishers.
- Jacoby, B. & Howard, J. (2014). *Service-learning essentials: Questions, answers, and lessons learned*. Hoboken, NJ: Jossey Bass.
- Kaye, C.B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing
- Tannenbaum, S., & Eisman, G. S. (2008). *Research, advocacy, and political engagement: Multidisciplinary perspectives through service learning*. Herndon, VA: Stylus Publishing:
- Schmitz, P. (2011). *Everyone leads: Building leadership from the community up*. New York, NY: Jossey Bass
- U.S. Department of Labor Office of Disability Employment Policy (2014). *Shaping tomorrow's workforce: Including talents of young people with disabilities*. Washington, DC: Government Printing Office.

## Assignments

This course is designed to help students explore the concept of social justice through the active participation in community organizations that serve individuals with disabilities. The course integrates theory and practice by pairing previous or concurrent academic course work with meaningful community-based learning experiences.

Students will design and arrange a volunteer experience with a community-based advocacy organizations, sports program, arts programs, nonprofit settings or other social and cultural program that provide ongoing and direct interaction with individuals with disabilities. Students are required to secure a volunteer position within an organization within the first three weeks of the course. During the semester, students will engage in written reflection and analysis of their experience.

Students will be required to complete a minimum of six (6) visits totally at least thirty (30) hours to the site between the time the contract is approved by the professor before the end of the semester.

This must be one cohesive volunteer experience. You must volunteer with the same group of people over the semester. You may not do random hours of eclectic experiences with different organizations.

The professor of this course will assist you in locating an appropriate volunteer experience, but it is **YOUR ASSIGNMENT** to make the contact and arrangements.

### **Written Plan for Service Learning= 10 points**

You are to write up what you intend to do for your service learning project. Please let me know where you will be working/volunteering and what exactly your responsibilities will be. Write up a quick profile of the organization (you will do more in the other assignment), and list all of the contact information for me – name / address / hours of operation/ contact info for the supervisor.

Attached to this assignment I will also need a letter or something from the organization itself letting me know that they know you are doing these assignments at their location.

### **Schedule= 12 points**

Each week you are to email me your weekly schedule by 9:00 am on Monday morning. I do know that some weeks you will not be volunteering every day, and other weeks you will be spending a significant amount of time there, but I need to know your weekly schedule each week.

There are about 3 weeks (19 total days including holidays) to do your volunteer hours, and each weeks email is worth 4 points.

If something happens that causes you not to make it to the volunteer center for your scheduled time (snow, sickness etc...) , then you must email me ASAP to let me know you are not going, and let me know your replacement schedule. I will be visiting students in the field, and if I show up and you are not where you said you are, that will do significant damage to your grade.

### **Discussion Board= 35 points**

Students will document each visit spent volunteering, and document these experiences through very detailed written reflection and analysis of the experiences they are having, and they will share it with their classmates via the discussion board

There are going to be 7 discussion boards (2 per week, plus a final one). The discussion board will have the dates for discussion listed on each week. Each discussion board is worth 5 points.

### **Client Study= 15 points**

Critically evaluate the educational, medical, recreational, and therapeutic needs of one of the clients served by your organization. Explore the range of social, cultural, economic and workplace offerings that are available to this individual and discuss if these services in the local community are able to meet thie individuals needs.

### **Program Profile = 15 points**

You will prepare a comprehensive profile of the organization you are working with as well as with the clients and co-workers you are working with.

The case study is a formal look at the mission of the organization and how it is run. What is the history of the place / group? How has it changed over the years? How is it funded? What is the organizational structure?

Who are the clients? What are some of their backgrounds? (you can profile one or more clients you work with). What did they do before they came here?

Who are the staff? What are some of their backgrounds? (you can profile one or more clients you work with). What did they do before they came here?

This paper should be between 3-6 pages typed.

### **Reflection Paper = 13 points**

What did you really think of volunteering with this group? Did it change your views at all? Would you change anything about this organization?

This paper should be between 1-2 pages typed.

**Course Schedule:**

<b>Date</b>	<b>Assignments Due</b>
Wednesday December 26, 2018	Discussion Board 1
Thursday December 27, 2018	
Friday December 28, 2018	Discussion Board 2 <b>Personal Plan due</b> by 11:59 pm
Wednesday, Jan 2, 2019	Discussion Board 3
Thursday Jan 3, 2019	
Friday Jan 4, 2019	Discussion Board 4
Monday, Jan 5, 2019	
Tuesday, Jan 6, 2019	Discussion Board 4
Wednesday Jan 7, 2019	<b>*Client Study paper due</b> by 11:59 pm
Thursday Jan 8, 2019	Discussion Board 6 <b>Program Profile paper due</b> by 11:59 pm
Friday Jan 9, 2019	Discussion Board 7
Monday, Jan 14, 2010	<b>Reflection Paper due</b> by 11:59 pm

**Overall Grading** - the final grade will be determined by the final number of points possible and the percentage of points achieved. It is hard to determine how many points will be available each semester. Grades are posted throughout the semester, so please keep tabs on your grades at all times. The final grade will be calculated and the breakdown is

96% to 100% =	A
90% to 95% =	A-
87% to 89%=	B+
83% to 86%=	B
80% to 82%=	B-
77% to 79%=	C+
73% to 76%=	C
70% to 72%=	C-
67% to 69%=	D+
60% to 66%=	D
0% to 59%=	F

## **Attendance**

Attendance in an online class is essential. You will not be able to pass your classes if you do not show up on the discussion board.

You are expected to personally inform the instructor in advance of any planned absence in your volunteer assignment, or as soon as possible for an unplanned absence, and I prefer email and/or text message.

Depending on the circumstances, I MAY allow students to either make-up the missed material or assign appropriate substitute material, but that is 100% my decision on a case by case basis.

**Policy on Academic Integrity and Behavior:** It is expected that all students will meet accepted standards listed in the William Paterson University – Academic Program and Policy Manual. <http://www.wpunj.edu/dotAsset/441cbd20-95ae-47af-b556-a7a27a464cab.pdf>

**Academic Assistance:** Students experiencing difficulty meeting course requirements should inform me as soon as possible. I am always available on e-mail and I have office hours every week (and I can be very flexible with that since I live close).

**Personal Assistance:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Dr. Glen Sherman, the Dean of Students Development at [shermang@wpunj.edu](mailto:shermang@wpunj.edu) for support. Furthermore, please notify me, your professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**Statement on Disabilities** It is the policy of the College of Education at William Paterson University to create inclusive learning environments where all students have maximum opportunities for success. To that end, assistance is provided through the following centers on campus:

Academic Success Center (Raubinger Hall lower level -973-720-3324)

Writing Center (Preakness Hall 124 and Valley Road 3048 -973-720-2633)

In addition, if you have a disability, or suspect that you have a disability, the first step is to contact the Accessibility Resource Center (Speert Hall Rm 134 – 973-720-2853)

<https://www.wpunj.edu/accessibilityresourcecenter/>

If eligible, appropriate accommodations mandated by the Americans with Disabilities Act will be generated based upon evidence of a documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

