

WILMINGTON UNIVERSITY
COURSE SYLLABUS

- A-2 Reliably and consistently engage in rational thinking by recognizing and avoiding their own and others' egocentric and sociocentric biases.
- A-3 Exhibit the intellectual traits or dispositions of intellectual humility, autonomy, integrity, perseverance, courage, confidence in reason, empathy, and fair-mindedness.

GOAL B: Understand the importance of history in current disability issues and how to use these concepts and principles to describe how individuals with disabilities are affected in family life and in society.

Learning Outcomes: The student will

- B-1 Identify the 4 periods of disability history in the United States and explain how each period affected those with disabilities
- B-2 Identify and explain the chronology of disability in the United States
- B-3 Demonstrate the range of human impact on individuals with disabilities

GOAL C: Understand the disability rights movement, advocacy, and disability legislation and the impact on those with disabilities. Know how to become involved and act responsibly and with informed awareness of contemporary issues in the disability community and to develop leadership abilities.

Learning Outcomes: The student will

- C-1 Identify and discuss early movements in the disability rights movement
- C-2 Identify and discuss federal and State laws related to disability
- C-3 Apply critical thinking and problem-solving skills in thinking about and acting on local issues
- C-4 Analyze community issues and develop strategies for informed response and apply knowledge in a community setting

GOAL D: Understand the disability experience and use concepts and principles of effective disability services with disability specific details to work with individuals with disabilities and their families.

Learning Outcomes: The student will

- D-1 Explain the context of disability in terms of onset, course, and outcome
- D-2 Describe the lived experience and themes of disability in terms of living with limitations and stereotypes

- D-3 Summarize the specific disability experience of the 5 broad categories of disability:
- (a) Mobility and Energy
 - (b) Sensory
 - (c) Communication
 - (d) Reasoning Ability and Mental Functioning
 - (e) Invisible and Social Disabilities

GOAL E: Identify and Discuss Practice Models to achieve the skills needed to locate, gather, and use information to intellectually and responsibility administer disability services.

Learning Outcomes: The student will

- E-1 Identify and describe how to communicate appropriately with individuals with various types of disabilities, as well as describe communication problems that can result in barriers to relationship building
- E-2 Interpret the importance of establishing trust and building relationships in working with people with disabilities and analyze the importance of their cultural, social, emotional, and cognitive differences
- E-3 Explain the specific needs of minority communities and how to establish

income support

GOAL G: Use appropriate written and oral communication skills

Learning Outcomes: Tw3512 0326 65W10 T3munication skills

assignments will impact your grades, could jeopardize good standing, and have an adverse impact on financial aid.

- ii. For this course, attendance will be submitted every Monday evening following the first full week of class and continuing on the same schedule for the entire seven (7) weeks of the course. Students who are following the schedule outlined (without prior approval by and communication with the instructor) is considered an unexcused absence.

- Technology Policy

- a. For this course, students are expected to use a variety of technology, resources, and tools. We recommend using Mozilla Firefox versus Internet Explorer. If you experience difficulty using any of the technology, resources or tools required for assignment, please reach out for help through the Cyber Café or the Canvas Help Desk.

- Turnitin Tool

- a. WU RELEASE STATEMENT: Material submitted for assignments submitted in connection with this course (e.g.: Research paper) may be screened by the student