Syllabus - Fall 2017
EPSY 5145 – Issues in Postsecondary Disability Services

Program Information

This is a three-credit graduate level course. The course is offered through the University of Connecticut's Center on Postsecondary Education and Disability and run in conjunction with the University of Connecticut's eCampus.

Course and Instructor Information

Course Title: Issues in Postsecondary Disability Services (EPSY 5145)
Credits: 3 credits
Prerequisites: None
Format: Online via HuskyCT

Instructor: Dr. Allison Lombardi
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Office: Gentry 002a
Traditional Office Hours: Wednesdays 1-3pm. Online Office Hours: After the first day of classes, students registered in the course should send messages via HuskyCT Mail or the regular UConn email system (both are connected). To the greatest extent possible, messages sent Monday through Friday will be responded to within 24 hours, and messages sent on Saturdays and Sundays will be responded to within 48 hours.

Course Description

An introduction to disability services in postsecondary education. This course will focus on providing equal educational access for students with disabilities in postsecondary settings, including understanding of the historical perspective concerning access in

higher education, the complexities of disability documentation, accommodations, learning strategies, high stakes testing and managing services with a variety of resources.

Course Objectives

Based upon readings, class discussions, and assignments, students will:

- *Explain how the history of federal legislation on access to higher education for students with disabilities influences postsecondary disability services today.*
- *Synthesize research on traditional and emerging trends in postsecondary disability services.*
- *Analyze issues related to disability documentation and eligibility for students.*
- *Select the appropriate student support services and learning strategies for postsecondary students with disabilities.*
- *Create a well-defined process for determining reasonable accommodations (i.e., in testing, housing, in other non-academic areas).*
- *Explain the concept of Universal Design for Instruction (UDI) and its principles to postsecondary education and disability services.*
- *Evaluate the factors impacting the management of disability services in postsecondary education.*

Course Guidelines

1. The content for each week will be set up as a module, and each module can be found within the "Learning Modules" link on the left course menu in HuskyCT. You should open the module and follow the directions (see the navigation bar/table of contents for the module on the left side of your screen) to complete each required component of the module. Modules will be made available each Tuesday morning and should be completed by the next Monday evening at 11:59 p.m. The materials will remain available, but assignments will have lock dates and cannot be accessed after the due date. Discussion responses posted after 11:59 p.m. on Sunday or Monday (depending on the posting requirement) will be graded as a zero.

2. You must participate in online class discussions (via postings to the discussion board) and group activities as directed throughout the semester. Since this is an online class, these will be the primary means of interacting and learning from each other throughout the semester. Prompts will be provided within each module related to the readings or activities. Discussion postings should be clearly written and free of shorthand and abbreviations. All postings must show respect for the opinions and postings of classmates and the instructor. Participation is a graded component of your final grade, and failure to abide by these courtesies may result in a reduced grade. You will be expected to respond to the prompt provided in a given week, and to also respond to the prompts of your classmates,

or to one of my responses.

3. Complete all assignments according to specified due dates. If you anticipate a problem with any of the timeframes for completion of assignments (with the exception of any group activities where collaboration is essential), you must notify me **prior to** the date an assignment is due. Late assignments will receive a grade of zero.

4. Submit written work with the understanding that evaluation of it will include not only content but also format (i.e., correct spelling and grammar, person-first language). You should avoid slang. All work must be original. The submission of non-original work will subject the student to disciplinary action, a grade of zero for that component of the course, and the potential of a failing grade for the course.

Course Grading & Requirements

Course Grading

The final course grade will be based upon the following course components:

Course Components	Points	Percentage of Final Grade
Postings (10 @ 2 points each)	20	20
Follow up to Peer Postings (10, 1 point each)	10	10
Case Study Analysis	20	20
Research Project	20	20
Activities (5, 2 points each)	10	10
Program Observation	20	20
TOTAL	**100**	**100%**

Final letter grades for this course will be determined based on the following scale:

A+	Superior performance in all requirements of the course
A	93-100
A-	90-92
B+	88-89
B	83-88
B-	80-82
C+	78-79
C	73-77
C-	70-72

D or F   Below 70

Course Requirements

Your course grade is determined by your performance on the following six components. More specific information will be provided within the course modules.

1. **Postings (Participation Prompts):** You will be prompted to participate in online discussion topics throughout the course modules. You must **post an original response to at least ten different Participation Prompts** by the conclusion of the course. For full credit, each of your responses should follow the specified directions in the prompt and posted by Sunday at 11:59 pm (earlier postings are accepted). Note that as the semester proceeds and you get into your research, there may be weeks with only one posting and that will be worth 3 points. These will be clearly noted in the module. The other exception to this Sunday date will be the last week of the course, when all postings will be due by Friday, December 8, 2017 at 12:00 pm. (20 points: 10 'postings' worth 2 points each)

2. **Follow up to Peers Postings (Response to Online Discussion):** During many of the weeks that there is a posting, you should read the postings of your classmates, as well as the responses of the instructor and/or guest instructors to student postings. You will then post a follow-up response. You can comment on any portion of the discussion board to that point, or add a new point or comment that builds upon previous discussion. Any reaction to your peers must show the same courtesies and respect that you would expect from your peers and in a face-to-face discussion. This follow-up response must be posted by Monday at 11:59 pm. More than one response is certainly permissible! As noted, there will be exceptions to this later in the semester, and these will be clearly noted. The other exception to this date will be the last week of the course, when there will only be one required posting which will be due by Friday, December 8, 2017 at 12:00 pm. (10 points: 10 'follow-ups' worth 1 point each)

3. **Case Study Analysis:** Beginning roughly in week 4, you will be given information about a hypothetical student who has applied and been accepted to your institution. You will use the information from the modules to provide a summary of: your in-take process with this student, your review of the student's documentation, questions you plan to ask during the in-take, additional information you might need, what accommodations might be reasonable, specific learning strategies that you might suggest, referrals you will make to other offices on campus and plans for a follow-up. This case study analysis will be due by Friday, November 10th at 12:00 pm. (20 points)

4. **Research Project:** You will be asked to select one topic from a list of topics (provided below, or you can propose your own) and build a summary "wiki" (8-10 total pages of a traditional document). This product should be suitable for you to use in your professional duties and as a way to share resources related to

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postsecondary education with your classmates (who will have access to your pages). We will examine how you can continue to build upon and use your wiki after the conclusion of the course. Your wiki will contain a series of sections related to a topic of your choosing. Each section will contain short paragraphs describing the topic, with hyperlinks to related topics and relevant web based resources. The paragraphs should feature your own work and should synthesize your research – it should NOT be a cut and paste from other websites or other sources. All information obtained from source materials must be cited. Wikis that feature cut and paste from other websites or sources will be considered plagiarized, and the submitter will be subject to the University *Policy on Scholarly Integrity in Graduate Education and Research*. See both the policy, and the section of the syllabus on Academic Integrity for more detail. You will receive directions on how to join the course wiki site on HuskyCT and you must follow the prompts to register yourself.

Note: To promote a learning community (and to help avoid last minute scrambling!) a solid draft of the wiki should be posted by November 17th. Completion of the draft will be worth 2 points and counts as one of your assigned 'Activities'. Students should then review each other's drafts and offer comments and feedback. This peer feedback is also worth 2 points and also counts as one of your assigned 'Activities'.

The final project must be completed by **12:00 pm** on the last day of the semester (Friday, 12/8/17) and is worth 20 points towards your final grade. See the grading rubric on the course site for more information about grading criteria. Possible topics include (but are not limited to):

- *Alternative programs*
- *Assistive Technology*
- *Determining eligibility for services*
- *Evaluation of disability*
- *Legal Issues in disability services*
- *Poverty and its impact on college for students with disabilities*
- *Policy and Procedures manual*
- *Program evaluation*
- *Secondary transition planning for postsecondary education*
- *Self-determination and self-advocacy*
- *Specific student populations*
- *Wounded Warriors*
- *Design your own topic!* If you have a particular "hot topic" relating to transition that you'd like to explore (e.g., students with Aspergers syndrome), identify that topic, create a plan for examining it, and go for it! **<u>NOTE:</u>** Topic must be approved by me first.

5. **Activities:** There will be five activities that you must complete throughout the semester. Each will be related to specific tasks (e.g., creating and posting your class introduction; providing an overview of the program you will observe; posting a draft of your wiki on time; providing feedback to your classmates; providing the instructor

and guest lecturers with questions for the last week). <mark>(10 points: 5 'Activities' worth 2 points each)</mark>.

6. **Program Observation:** Find a program near you that focuses on disability services for college students. It could be a traditional disability services office, a fee-based program, an age appropriate program on a college campus, a transition academy that focuses on college preparation, or a program in a community or state agency. Plan to spend roughly 4 hours over the first part of the semester visiting, interviewing, observing, or volunteering in the program. You will then create a presentation (this can be a PowerPoint, a video, a wiki, or another medium) that you can share with your classmates. The presentation should focus on what you work on over the first 5 modules, and you will teach your classmates about the program, its history, its goals and objectives, the types of services offered, the types of students served (do not provide any identifying information!). *To enhance your opportunity to learn, you should focus on a program in which you do not currently work or volunteer*. Please contact me as soon as possible if finding a site is an issue. See the grading rubric on the course site for more information about grading criteria. <mark>This presentation will be due by Friday, 10/27/17 and is worth 20 points.</mark>

Course Outline

Tentative Course Outline:

Note that this schedule is tentative and may be adjusted throughout the semester. The date indicated is always a Tuesday, when modules will be released. Modules will close on the following Monday at 11:59 pm.

Module	Week Of	Topic
1	August 29	Course Introduction • Getting to know each other • Overview of course • Getting set to participate in an on-line course • The history of disability services <mark>Activity 1: Post a personal introduction with a picture for the class community</mark> via HuskyCT Discussion Board **POST #1 & Follow-up Response**
2	September 5	Overview of disability services in education • Models of Disability Services • Physical and administrative location • Office names • Characteristics of service providers • Managing and advocating budgets

POST #2 & Follow-up Response

3	September 12	Legal Issues in Disability Services

- Key laws (504, IDEA, ADA, ADAAA, FERPA)
- The admissions process
- Student roles and responsibilities
- Family rights and roles
- Institutional roles and responsibilities

POST #3 & Follow-up Response

4	September 19	Trends in postsecondary disability services

- Examining the data – who is going to college?
- Types of colleges
- Retention data
- Impact of transition programs
- Impact of college on career

POST#4 & Follow-up Response

5	September 26	Disability documentation and eligibility

- Disability documentation defined
- Components of disability documentation
- Documentation guidelines
- Using documentation
- Legal perspectives and controversies

POST #5 & Follow-up Response

Activity 2 – Name and location of the program you are observing and a *brief* description of the clients served and services offered – submit to Dr. Lombardi via HuskyCT *Assignments* tool by Monday, 10/2 at 11:59 pm.

6	October 3	Student support services and learning strategies

- Common deficits in strategy deployment
- Self-advocacy and self-determination
- Strategies for reading, writing, note-taking
- Strategies for math and science based courses
- Working with parents

POST #6 & Follow-up Response

7	October 10	Reasonable accommodations

- What are accommodations?
- Accommodation and essential standards
- Common accommodations
- Complex accommodations

NO Posting

8	October 17	Accommodations for students who are deaf, blind or deaf/ blind

- Low vision accommodations
- No vision accommodations
- Deaf/Hard of hearing accommodations

NO POSTING

9	October 24	Non-academic accommodations

- Typical housing accommodations
- Personal care assistants on campus
- Dinning plan accommodations
- ADA and the FHA
- Service vs. emotional support animals

POST #7 & Follow-up Response

==Program Observation Due== **by Friday, 10/27 at Noon** via the HuskyCT *Assignments* tool**.**

10	October 31	Assistive Technology

- Defining AT and determining what is reasonable
- Low tech AT
- High tech AT
- Emerging technologies
- Community resources for providing AT

POST #8 & Follow-up Response

11	November 7	Universal Design for Instruction (UDI), usable access and postsecondary disability services

- What is UDI?
- UD, UDI, UDL
- Principles of UDI

- Application of UDI to disability services

NO POSTING

<mark>**Case Study Analysis write up Due**</mark> **by Friday, November 10th at noon** via the HuskyCT *Assignments* tool**.**

| 12 | November 14 | The importance of networking to support your work |

- Establishing collaborative relationships with faculty
- Partnering with other offices within the university
- Identifying and working with local, state and federal agencies

Draft of Wiki Due by Friday, November 17th
POST #9 & FOLLOW UP POSTING
<mark>Activity 3: Draft of Research Project Due</mark> on wiki spaces site
<mark>Activity 4: List of questions for Week 14 Due</mark> via HuskyCT *Assignments* tool.

| | November 21 | Thanksgiving Break – No Class |

| 13 | November 28 | Threat Assessment |

Transition to Career

<mark>Activity 5: Feedback to classmates' wiki page</mark>

| 14 | December 5 | Course Wrap Up – Flip the Course – you chose the topic and we hold a webinar! |

POST #10 ONLY; NO FOLLOW UP POSTING (due by Noon, 12/8)

<mark>**Research Project Due by Noon, 12/8**</mark> via HuskyCT *Assignments* tool.

Course Etiquette and Expectations

Academic Integrity and Student Code

As a member of the graduate student community at the University of Connecticut, you are expected to adhere to the policies and procedures outlined in the University *Policy on Academic Integrity in Graduate Education and Research.* The policy can be found at http://gradcatalog.uconn.edu/. Please refer to pages 237-239. You are also responsible for acting in accordance with the University of Connecticut's Student Code, available at http://community.uconn.edu/the-student-code-preamble/. The *Policy on Academic Integrity in Graduate Education and Research* is also reiterated in the Student Code.

Netiquette

At all times, course communication with fellow students, the instructor, and all guest instructors are to be professional and courteous. If you are new to online learning, you may want to look at this guide titled, The Core Rules of Netiquette.

Accommodations & Special Circumstances

If you require accommodations for any activities or assignments due to a documented disability (see the section below on Students with Disabilities), or if you have emergency information to share, please contact me by using the HuskyCT mail, UConn email (allison.lombardi@uconn.edu) or by telephone (860-486-2213). You can also come to see me during traditional office hours that are indicated at the top of this syllabus.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities. You may contact the Center by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to me as soon as possible so special arrangements, as appropriate, can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2012 from http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

Person-First and Identify-First Language

Please read the Association of University Centers on Disabilities statement about Person-First and Identity-First language. Click on and read the links for person-first and identify-first language. Generally, when writing formal reports for high-school or post-secondary students students, or when writing about students in assignments for this class, it is acceptable to use person-first language. However, especially if they are members of the autistic, deaf, or blind communities, you might determine whether it is appropriate to ask the student for the preferred terminology.

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Required Course Materials & Resources

Textbook

There is NO required textbook to purchase for this course. All reading and resource materials will be accessible in the instructional modules via the UConn Libraries' eJournal subscriptions, UConn Libraries' Electronic Course Reserves (ECR) and the Internet.

Software and Platform Requirements

- Microsoft Office Suite (XP or 2007)
- Microsoft Office Power Point
- Microsoft Silverlight (a free browser plug-in to watch and listen to the instructor and guest lecture provided video lectures through the UConn MediaSite server)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, call the Digital Learning Center (DLC) at (860) 486-1187, or visit its online help (including remote help) at http://dlc.uconn.edu or visit the Center on Level One of the UConn Homer Babbidge Library.

This course uses Mediasite to stream video content from UConn's MediaSite server. To ensure your computer is set up for a smooth Mediasite experience, review the minimum technical requirements to run the Mediasite Player and test your connection: http://www.sonicfoundry.com/site-requirements. Refer to Mediasite viewing tips for more help and troubleshooting.

Minimum Technical Skills

To be successful in this course, you will need the following minimum technical skills:

- Use electronic mail (such as email) with attachments.
- Internet access.
- Save files in commonly used word processing program formats.
- Copy and paste text and graphics.
- Work within two or more browser windows simultaneously.
- Run and access audio and video clips from the Internet.
- Open and access PDF files.
- Create PowerPoint presentation with the notes function.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research.

In addition to the formal end-of-course survey mentioned above, unofficial anonymous surveys may be administered during the semester. Please provide the instructor with your valuable feedback on these surveys.