

**Disability Services
ADED 7970 – Special Topics
Auburn University
Adult Education - EFLT Department
Fall 2014**

Class Time: Wednesdays - 5:00 - 8:00 pm
Location: Haley 2435
Instructor: Tabitha Brecke, MA
Office – GTA Office – 4th floor - Haley Center
Email: tzb0019@auburn.edu (please use your AU email to contact me)
Cell Tel: (334) 332-6623
Office Hours: Before or After Class or By appt.

Leslie A. Cordie, PhD
Office – 4095 Haley Center
Email: lesliecordie@auburn.edu (please use your AU email to contact me)
Office Tel: (334) 844-3089
Cell Tel: (334) 707-8984
Office Hours: Before or After Class or By appt.

1. **Title: ADED 7970 – Special Topics: Disability Services**
Credit: 3 Semester hours
Prerequisites: None
2. **Date: Fall 2014**

Accommodations/Learning Disabilities

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, [844-2096](tel:844-2096) (V/TT).

The eHandbook can be found at www.auburn.edu/student_info/student_policies/

3. **Textbook:**
Harbor, W., & Madaus, J. Disability services and campus dynamics (2011). Hartford: Wiley Periodicals, Inc. ISBN: 978-1-118-13402-3.

Supplementary resources will be provided by the instructor on the LMS (Canvas) or through the online library database and will be utilized as required readings or resources for the course.

4. Course Description:

This course provides an introduction to disability services in post-secondary institutions. Learners will study history of disability services, legislation, campus accessibility, assessment of the accessibility of a college campus and other topics of interest.

5. Course Objectives:

Based on classroom instruction and activities, reading assignments, and related activities, each participant should be able to do the following:

1. Identify the history, philosophy, principles, & objectives influencing the provision of accessibility on college campuses.
2. Describe the timeline of legislation mandating accessibility.
3. Determine the accessibility of environments.
4. Describe the process for choosing appropriate accommodations for specific disabilities.
5. Analyze and detail how campuses and disability services may need to collaborate or expand traditional notions of disability and disability services.

6. Course Content:

There are approximately 15 sessions with a variety of topics related to disability services. You are expected to read the assigned readings, participate and contribute to lecture presentations, collaborate in discussions, and submit assignments. A variety of media provided by the LMS (Canvas) are used for communication among class members and the instructor, along with additional resources.

Tentative Outline (subject to change as needed)

Please see Academic Calendar for Important Dates

http://www.auburn.edu/main/auweb_calendar.html

Meeting 1 – August 20

Welcome! Introductions, Syllabus, & Class Requirements
Disability Etiquette Exercise

Meeting 2 – August 27

Chapter 1 History of Disability Rights and Legislation
Presentation Rubric Exercise

SF Sit-In YouTube Video

<http://www.youtube.com/watch?v=HMC5UuilQkl>

Gallaudet University

<http://www.gallaudet.edu/>

Meeting 3 – September 3 – Nathan Waters - Guest Speaker

Chapter 3 Accommodations

Meeting 4 – September 10 – Panel Members from across AU

Chapter 2 Collaboration on Campus

Meeting 5 – September 17 - Scott Renner – Guest Speaker

Chapter 4 Technology and Universal Design

Universal Design Video

http://www.udlcenter.org/resource_library/videos/udlcenter/udl

Meeting 6 – September 24 – Guest Speakers

Chapter 5 Serving Faculty and Staff

Meeting 7 – October 1

Chapter 6 ADA and the Relevant Court Cases

Student thoughts on the ADA

<https://www.youtube.com/watch?v=JZX2IxUWwYA>

Meeting 8 – October 8

Chapter 7 Risk Management Policy

Meeting 9 – October 15

Chapter 8 Student Development during Academic Career (Transition in and out of college)

Meeting 10 – October 22 – NO CLASS – Visit ALATEC CONFERENCE

<http://www.auburn.edu/outreach/opce/alatec/>

Chapter 9 Assessing the Campus Climate

Meeting 11 – October 29 – Presentations?

Chapter 10 Disabilities Studies

Meeting 12 – November 5– AAACE Conference – NO CLASS

Research and Preparation for Presentations

Meeting 13 – November 12 - Presentations

Meeting 14 – November 19 – Presentations

November 26 – Thanksgiving Break

Meeting 15 - December 3 - Evaluation & Wrap Up

7. Course Assignments:

1. Article Summary and Analyses - 30% (2 @ 15% each)

Students will read and analyze two articles during the semester. More information will be given in class.

2. Research Project and Presentation - 50% (Paper = 25%; Presentation = 25%)

Each participant will be required to complete a project related to the course subject. The student will submit a paper and presentation on the topic of his/her choice. The presentation may be recorded. Students may form groups of up to three participants. Further guidance will be provided in class.

3. Professional Organization Attendance - 10%

Required to attend a professional / community association meeting relevant to individuals with disabilities. **Attend the ALATEC Conference & Expo on October 22 or 23 <http://www.auburn.edu/outreach/opce/alatec/>.** If you cannot attend, other options may be made available. Write a 2 page summary of the experience. Additional guidelines will be made available.

4. Participation in class and online activities - 10%

Discussions, attendance in class and participation in the course activities are the main means of participation.

****see Make-up Assignments and Late Submissions****

8. Course Requirements/Evaluation

The final class grade will be based on the following:

- a. **Article Summary/Analyses (2) @ 15% each – 30% or 30 points**
- b. **Research Project and Presentation – 50%**
 - i. Presentation – 25 points
 - ii. Research Paper – 25 points
- c. **Professional Organization Attendance – 10% or 10 points**
- d. **Participation (attendance, activities, discussions, etc) – 10% or 10 points**

The following grading scale will be used:

90pts - 100pts = A
80pts - 89pts = B
70pts - 79pts = C
60pts - 69pts = D
Below 60pts = F

9. Course Philosophy:

A variety of teaching techniques and strategies are employed in the instruction of this course. The principal methods to be utilized include, but may not be limited to lectures, video, visual aids, peer teaching, laboratory experiences, guest speakers/lectures and group discussion.

This is a professional education course in adult education. All participants are considered adults and are expected to not only study but also practice andragogy; this means you are to take responsibility for your learning. Thus, the participant is expected to contribute to the class setting by participating, and to be collaborative and supportive of all members of the learning setting.

10. Class Policy Statements:

A. **Attendance/Excused or Unexcused Absences:** You are expected to attend class and participate in all exercises, discussions and activities. It is your responsibility to contact me if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.

B. Late Submissions:

As a graduate student, it is your responsibility to share a significant responsibility for preparing and discussing course material. If a serious situation arises and you anticipate you will not be able to meet a deadline, it should be discussed with the instructor,

before the due date.

If the instructor is contacted, regarding the problem at least several days before the due date, and judges it to warrant special consideration (usually due to illness or injury) the instructor and you will negotiate an alternate due date. If the instructor has not been contacted and special consideration has not been granted, late assignments will be penalized one letter grade or more, depending on the assignment and schedule. Some assignments may not be turned in late and will receive a grade of zero (0).

- C. **Make-up Assignments:** Make-up assignments will only be given with a valid university excuse. This means a doctor's statement or other documentation must be provided. You are responsible for informing the instructor prior to missing the assignment no later than one week after the assignment's official due date. You must initiate arrangements to take the make-up immediately after the excuse. A make-up must occur within 1 week from the time that you initiate arrangements for it or you will receive a zero grade (0).
- D. **Accommodations:** If you need accommodations, you are to follow the policy listed in the eStudent Handbook and contact the Office of Accessibility. The eHandbook can be found at www.auburn.edu/student_info/student_policies/. Information noted in #2 on first page of syllabus.
- E. The University **Academic Honesty Code** and the other rules and regulations from the Student Handbook will apply to this class. The eHandbook can be found at www.auburn.edu/student_info/student_policies/
- F. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. Additional guidelines for this course include:
- Follow videoconferencing rules
 - The use of cellphones, emailing or texting in class is prohibited
 - Support discussion netiquette
 - Treat all with respect
- G. **Contact:** If you need to contact me, please use your AU email and/or call me immediately. There is NO guarantee that I receive email from other sources; for instance, if you use gmail, yahoo, or other outside mail, they may be considered spam or junk and not allowed into my AU email address.
- H. **Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Justification for Graduate Credit:

Participants in this class must have an advanced knowledge level of learning and the adult. Participants will be required to demonstrate their ability to evaluate the completeness and appropriateness of disability services and campus programs related to adults based upon application and synthesis of principles associated with this course. Participants will demonstrate critical knowledge regarding programs in disability services problems and issues facing adult education programs.