National and state initiatives related to people with disabilities increasingly stress maximization of their independence, whether in school, employment, or daily living environments. This course will focus on access to information as a critical element to sustained independence. Topics covered will include specific materials, services, and assistive technologies available to meet the needs of various types of disabilities.

**COURSE OBJECTIVES.** At the completion of the course, students will be able to

1. Identify materials and services that are available to support the specific needs of people with various types of disabilities.
2. Apply format and equipment modifications (e.g., accessible design, alternative formats, assistive technology) related to universal access to information by people with disabilities.
3. Analyze outreach efforts that could be utilized to contact people with various types of disabilities.
4. Understand legal issues related to people with disabilities.
5. Assess the information needs of families of people with disabilities.

**INTERNET ACCESS:**
Because this is a web-based class, it is assumed that every student has daily, reliable, high speed Internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments.

**ASSIGNED READINGS:**
All readings will be available online with the lesson materials. There is no textbook for this course.

**TIME COMMITMENT:**
Three credit graduate classes at Indiana University engage in about 45 hours of “in-class” time, and there is an expectation that a minimum of three hours will be spent outside class for each hour in class (a minimum addition of 135 hours). That averages out to 30 hours per week during the summer session. Furthermore, the course is a seminar with the expectation that students will share information with each other during the course via a threaded discussion; therefore, the option of taking an incomplete is strongly discouraged.
AMERICANS WITH DISABILITIES ACT:
Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 317/274-3241. Visit http://aes.iupui.edu/ for more information.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT:
Academic (e.g. plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (http://www.dsa.indiana.edu/Code). It is your responsibility to properly cite your sources. The intellectual property of others that is used and not properly cited will result in a failing grade in that assignment and could result in dismissal from the program.

STUDENT REQUIREMENTS:

Project Paper   55 points
Using Oncourse mail under the Messages link, submit your proposed topic to the instructor for approval by July 7th. Papers can cover a specific issue (resources to support caregivers of a person with cerebral palsy, web or hypermedia design as it relates to individuals with disabilities, inclusion of youth with hearing impairments in school or public library programs, for example) or a specific disability (cerebral palsy, learning disabilities, Williams syndrome, for example) that you would like to research. You must be able to relate the topic to your professional position as a librarian or IT specialist. A 20- to 25-page double-spaced written report submitted in Assignments in Oncourse will be due by midnight August 4th. The paper will be evaluated on the depth and scope of the topic coverage and breadth and depth of supporting resources. Although you can use whatever writing style manual you prefer, please adopt a specific style and cite your sources, use correct grammar and complete sentences, and proofread before submitting your final paper. Because this is a graduate seminar, papers citing only websites will not be acceptable unless prior approval is received from me due to paper topic. Full text online journal articles are not considered websites.

Class Participation   30 points
Using Forums in Oncourse, students will be expected to participate in online discussions during the course. Throughout the course, students will be prompted to discuss specific issues. Because everyone should have read the related materials prior to the posting, the entry should cause classmates to think, react, investigate, or question, rather than rehearsing the class materials. Students will be expected to submit one initial posting when assigned and an additional response on the assigned thread. Concise, on target postings that demonstrate interaction with the messages from other classmates are expected. Quality postings are more critical than quantity of postings (after the minimum of two per question). Grades will be impacted if the entries are bunched at the end of the assignment period which minimizes the function of the discussion. A quality posting may include some of the following characteristics:
• References professional literature (assigned readings, additional relevant materials)
• Recommends a resource or application that helps a fellow student gain more understanding or use of the issues discussed
• With support and logic, counters something found in the lecture, professional literature, or what a fellow student has stated

Participation will be evaluated based on the number of entries (minimum of two per question), depth of comments (not just, “I agree with what John said.”), and range of resources cited to support your comments. The final entry on the list will be accepted until midnight on August 4th.

Journal 15 points

During the semester, you may run across something in a lecture, hear something on the news, see something in a movie, or whatever that raises a question in your mind. Here is your opportunity to explore those questions that come up during class and get credit for it. Using issues unrelated to your final paper or class participation assignments, briefly reflect on the information gained to the instructor via Oncourse mail found under the Messages link. Information recorded should include your question, the answers you found, the sources used, and the relationship of the information learned to your professional position as a librarian or IT specialist. Journals will be evaluated based on the number of entries (minimum of three postings), effort demonstrated, depth of comments, range of topics discussed, and breadth of related resources used to support your comments. The first journal entry must be submitted by July 14th, and the final entry is due by midnight on August 4th. If more than three journal entries are submitted, the best three will be counted.

Grading:

A  95-100
A- 91-94
B+  88-90
B   84-87
B-  80-83
C or lower, below 80

All assignments are due by the due dates given. Points will be taken off for assignments that do not use standard English syntax and grammar or are turned in late.

THE DLIS GRADING POLICY:

A (4.0) Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A- (3.7) Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ (3.3) Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B (3.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- (2.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ (2.3) Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C (2.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

C- (1.7) Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree; for the course to count toward the degree, the student must repeat the course with a passing grade.

D+ (1.3) Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

D (1.0) Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

D- (0.7) Marginal work. Student performance demonstrates incomplete understanding of course materials.

F (0.0) Failing. Student may continue in the MLS program only with permission of the LIS Department Chair.

COURSE OUTLINE:

June 24 – 30: Lesson 1, Introduction (to each other, the course, related laws, and trends and issues)

July 1 – July 7: Lesson 2, Visual Impairments & Physical Disabilities

July 8 – 14: Lesson 3, Hearing Impairments & Learning Disabilities

July 15 – 21: Lesson 4, Autism, Intellectual Disability & Behavior Disabilities

July 22 – 28: Lesson 5, General Disability-Related Information Resources

July 29 – Aug. 4: Parent Needs will be addressed during Lesson 6, the last online lesson.

Class Participation:

–Minimum of six initial entries and responses due in Forums throughout course
–Due every week associated with each lesson
–Final entry due by midnight Aug. 4th
Journal Entries:

–At least three entries due in Messages throughout course
–First entry due by July 14\textsuperscript{th}
–Final entry midnight Aug. 4\textsuperscript{th}

Paper:

–Proposed topic due in Messages by July 7\textsuperscript{th}
–Final paper due in Assignments by midnight Aug. 4\textsuperscript{th}