LIS-S 622 -- Resources and Technologies for People with Disabilities
(Summer 2017) revision date: April 26, 2017

IUPUI - School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments/lis/

Instructor: M. Wade Wingler

Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence.

You can always e-mail me for other needs at mwwingle@iupui.edu

COURSE DESCRIPTION

(Note: Much of the material for this course was developed by Dr. Marilyn Irwin who generously granted permission for its use here.)

Official catalog description

Access to information is essential for sustained independence of people with disabilities. This course studies materials, services, and assistive technologies to support this access.

Instructor's approach

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.

Prerequisites

Prerequisite(s): LIS S401 and LIS S501 | Corequisite: LIS S574

Required textbook(s)

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

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course makes the assumption that students are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the weekly tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason (because things do happen in your lives), contact me ahead of time via Canvas mail.

Deliverables

Project Paper 55 points

Using Canvas mail, submit your proposed topic to the instructor for approval by May 16th. 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 Canvas will be due by 11:59pm June 20th. 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 Discussions in Canvas, 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 rehashing 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 11:59pm on June 20th.

**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 Canvas mail. 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 May 16th, and the final entry is due by midnight on June 13th. If more than three journal entries are submitted, the best three will be counted.

**Accommodations**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations.

Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [http://aes.iupui.edu](http://aes.iupui.edu). Tel. 317 274-3241. Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

**Canvas**

Canvas will be an integral part of the course. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements will be found in Canvas along with the course schedule, exercises for grade, practice exercises, answer keys, and other course documents.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact me directly via Canvas mail with any questions. In some cases, I may also answering them publicly if the answer will be of general interest to others -- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).
What Tools you Need

You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it. For PC users, you should have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you should have the most recent version of Safari or the most recent version of either Firefox or Chrome.

COURSE OUTLINE & SCHEDULE

May 9 - 15: Lesson 1, Introduction (to each other, the course, related laws, and trends and issues) Also, begin preliminary research on your final paper

May 16 - 22: Lesson 2, Visual Impairments & Physical Disabilities

May 23 –29: Lesson 3, Hearing Impairments & Learning Disabilities

May 30 – June 5: Lesson 4, Autism, Intellectual Disability & Behavior Disabilities

June 6 - 12: Lesson 5, General Disability-Related Information Resources

June 13 - 19: Lesson 6, Parent Needs, the last online lesson.

June 20: Final paper due June 20th

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 11:59pm June 20th

Journal Entries:

– At least three entries due in Messages throughout course

– First entry due by May 16th

– Final entry midnight June 13th

Paper:

– Proposed topic due in Messages by May 16th

– Final paper due in Assignments by 11:59pm June 20th
MLS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. Approach professional issues with understanding
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. Assist and educate users
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. Develop and manage collections of information resources
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. Manage and lead libraries and other information organizations
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. Represent and organize information resources
   5.1. Understand and apply principles of representation and organization

6. Use research effectively
   6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users
ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

1C. The history of libraries and librarianship.

1D. The history of human communication and its impact on libraries.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Related to Principles of Graduate and Professional Learning

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
- Communicate effectively with their peers, their clientele, and the general public
- Think critically and creatively to improve practice in their field
- Meet all ethical standards established for the discipline

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (95-100)</td>
<td>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.</td>
</tr>
<tr>
<td>A- (91-94)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (88-90)</td>
<td>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.</td>
</tr>
<tr>
<td>B (84-87)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B- (80-83)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C- (70-79)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D through F (below 69)</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
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Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

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.

Incompletes

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year: [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html)

Administrative withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [http://registrar.iupui.edu/withdrawal-policy.html](http://registrar.iupui.edu/withdrawal-policy.html)

COURSE EVALUATION POLICY

Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they
are enrolled at the School of Informatics and Computing. Course evaluations are completed through Canvas. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**STUDENT CODE OF CONDUCT**

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/)

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)
Academic Misconduct:

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   1. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge.
What is considered “common knowledge” may differ from course to course.

1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

3. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have
your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

**IUPUI Mission Statement**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**Statement of Values**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.