

## Creating an Accessible Learning Environment for Students with Disabilities

<b>Course Title:</b>	Creating an Accessible Learning Environment for Students with Disabilities
<b>Credit Hours:</b>	3 GECs
<b>Course Semester:</b>	Fall 2018
<b>Course Dates:</b>	September 17, 2018 – November 8, 2018. Only <b>one face to face session</b> on Thursday, Nov. 8 <sup>th</sup> from 5-8 p.m. in F315.

### Faculty Information

<b>Name:</b>	<b>Pascuala Herrera, M.Ed</b> <b>Harper College</b> <b>Accessibility Specialist</b> <b>Professor</b>
<b>Email/Phone:</b>	<a href="mailto:pherrera@harpercollege.edu">pherrera@harpercollege.edu</a> 847-925-6266
<b>Office Location/Hours:</b>	<b>Access and Disability Services / I103; 8:00-4:00 M, T, R, and F</b>

### Course Information

#### Course Description:

Students with disabilities are entering postsecondary institutions like Harper in larger numbers than in the past. Although Harper, like all public institutions receiving federal funding, has an office like Access and Disability Services (ADS) to support and approve legally mandated accommodations for students with disabilities, faculty and staff are also responsible in ensuring an accessible environment for all students. In this course, participants will have an opportunity to learn basic information about the ten most common visible and invisible disabilities, in order to evaluate a course or program and develop methods that make the learning environment inclusive and welcoming to all students, including students with disabilities. The course will utilize real case studies of current and past Harper students, in order to have an honest discussion about the challenges that students face when navigating an inaccessible learning environment.

#### Course Goals:

1. Participants will identify the basic characteristics and information about disabilities.
2. Participants will discuss the challenges faced by students with disabilities.
3. Participants will employ strategies and tips to create accessible environments for students with disabilities.
4. Participants will design their learning environment allowing students with disabilities to feel welcomed and included.

#### Learning Outcomes:

- I. By using a case study method, participants will gain a basic understanding of the characteristics and learning needs of students with disabilities.
- II. Participants will use the course content to create an inclusive environment for all learners including students with disabilities.

III. Participants will apply the Universal Design principles in making a course accessible.

**Course Outline:**

- I. Introduction to Disability Issues and the Law
- II. Learning Disabilities and Attention Deficit Hyperactive Disorder
- III. Anxiety Disorder and Depression
- IV. Intellectual Disabilities and Autism Spectrum Disorder
- V. Chronic Illness and Physical Disabilities
- VI. Deaf/Hard of Hearing and Blind/Visual Impairments
- VII. Presentations of your Accessibility Audit

**Required Text:**

No Textbook is required. All material is available on Blackboard.

**Student Expectations and Requirements**

I. **Active Participation:**

This course requires active participation in the course. Participants will be expected to share their own experiences of successes and challenges in accommodating students with disabilities. We will all learn from each other.

II. **Reading:**

Students will be expected to critically read the material for each module, watch the videos, and explore the links in each module. The material includes hyperlinks and all participants are encouraged to read the materials associated with the links. Any questions or ideas that surface after carefully reflecting on the course materials should be posted on the discussion boards.

**Accessibility Audit:**

Participants will be expected to choose a course or college operation and to conduct an accessibility audit. Utilizing the strategies discussed, participants will design a plan and make at least one course or college operation inclusive and welcoming for students with disabilities.

**Course Requirements and Assignments**

- I. Participation in discussion boards.
- II. Case Study Reflection Journal (choose 4 out of 10 disabilities)
- III. Accessibility Audit/Action Plan (Presentations during last class)

## Methods of Evaluation

I. Participation	6 classes at 10 points each	= 60 pts
II. Case Study Reflection Journal	4 at 10 points each	= 40 pts
III. Accessibility Audit/Action Plan	1 at 100 points	=100 pts

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TOTAL POINTS	=200 pts
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Grading Scale	200 – 180 pts = P
	179 – 160 pts = P
	159 – 140 pts = P
	139 – 120 pts = P
	Below 120 pts = F

## Policies

### Withdraw Policy

The last day to unenroll in this course is Monday, September 24. You must notify both the instructor, Pascuala Herrera - [pherrera@harpercollege.edu](mailto:pherrera@harpercollege.edu) and Katie Michelau - [kmichela@harpercollege.edu](mailto:kmichela@harpercollege.edu) if you wish to unenroll. After September 24, any student who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript, and no credit will be awarded.

### Students with Disabilities and Academic Accommodations

Your success in this class is important to me. If you have a disability (learning, ADHD, physical, psychological or other) and may require any accommodation during this course, please connect with me as soon as possible to discuss. Students with disabilities must apply for services from Access and Disability Services by completing an online application found at: <http://goforward.harpercollege.edu/services/ads/> to discuss approval of reasonable accommodations. Any student already connected with ADS should request accommodations on AIM so that I am notified of any accommodations you will utilize during the course. Access and Disability Services is located in Building I Room 103; 847.925.6266 (voice) or 224.836.5048 (videophone for deaf and hard of hearing callers only).

### Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service

## Course Calendar

- Class 1 -** Getting to Know You  
Introduction to Disabilities
- Homework:** You can choose to write LD or ADHD Reflections
- Class 2 -** LD and ADHD  
Go over Case Studies and Reflections
- Homework:** You can choose to write Anxiety or Depression Reflections
- Class 3 -** Anxiety and Depression  
Go over Case Studies and Reflections
- Homework:** You can choose to write Intellectual Disabilities or Autism Spectrum Disorder Reflections
- Class 4 -** Intellectual Disabilities and Autism Spectrum Disorder  
Go over Case Studies and Reflections
- Homework:** You can choose to write Chronic Illness or Physical Disabilities Reflections
- Class 5 -** Chronic Illnesses and Physical Disabilities  
Go over Case Studies and Reflections
- Homework:** You can choose to write Blind/Visual Impairment or Deaf/Hard of Hearing Reflections
- Class 6 -** Blind/Visual Impairment and Deaf/Hard of Hearing  
Go over Case Studies and Reflections  
Capstone Assignment – Accessibility Audit
- Homework:** Review Modules 1 -6  
Complete Accessibility Audit/Action Plan
- Class 7 -** Work on Accessibility Audit and write an Action Plan. Prepare to present to the class.
- Class 8 -** Capstone Project Presentations