

Harper College Graduate Equivalency Course (GEC) Syllabus

Course Title	Creating an Accessible Learning Environment for Students with Disabilities
GEC Hours	3 GECs
Course Semester	Fall 2020
Course Dates	Online, September 17, 2020 – November 5, 2020

Faculty Information

Name	Pascuala Herrera
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Office Location/Hours	By appointment virtually

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.
- 5.

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
TOTAL POINTS		=200 pts

Grading Scale

200 – 180 pts	= P
179 – 160 pts	= P
159 – 140 pts	= P
139 – 120 pts	= P
Below 120pts	= F

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 Disability 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

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

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