

Valdosta State University
Library and Information Science Department
MLIS 7180 Library Services for Patrons with Special Needs
Fall 2006
(3-credit course)

Instructor

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Course Description

This course will provide students with a general understanding of disability issues. Knowledge and awareness components of this course will be delivered via web-based instruction.

Course Prerequisite

Library & Information Science Foundations is a prerequisite for all courses in the Library & Information Science program.

Attendance

This is a Web-delivered course, with no required face-to-face meetings or required synchronous online times.

Grading

Each student will select a final project topic by the end of the second week. The instructor will assign individual due dates for final projects the second weekend. The final project may be submitted prior to the deadline for review by the instructor. Corrections may be made without penalty if the assignment is submitted at least one week prior to the due date. The complete project must be submitted by the deadline to the instructor via email. See the Final Project Grading Rubric. The rubric may be adapted for your individual project. If there are questions, ask.

Incompletes are assigned only in rare, extenuating circumstances.

Technical Requirements

All projects must be submitted using MS Word. To view assigned online tutorials, you will need the Adobe Acrobat Reader, the Flash viewer, and the PowerPoint Viewer (if you have PowerPoint, you have the Viewer already). Free download URLs will be listed in your course notes.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/>. Phone: 220-245-4357.

Distance Learning Support

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at shismith@valdosta.edu or by phone at 229-245-3717. An online guide for distance education students is on the Odum Library Web site at <http://books.valdosta.edu/dist/dmain.html>. A brochure for off-campus students provides valuable links to the reference desk and to the library's rather new reference chat service.

Final Project Grading Rubric

	Excellent: 100 points A	Acceptable: (80-90) B	Requires Improvement (70-80) C	Unacceptable: (60-70 points) D
Assignment requirements Formatting, due date, any other content requirements	Consistent performance of all criteria.	Assignment late or fails to meet at least one criterion.	Assignment late or fails to meet at least two criteria.	Assignment late or fails to meet at least 3 criteria.
Abstract	100 words or less. Description of project.	No abstract	No abstract	No abstract
Introduction	Description of project including audience, disability category, and demographic information.	No introduction	No introduction	No introduction
Literature Review or Training Materials	Scholarly resources. Narrative is readable. No evidence of cutting and pasting.	Popular resources. Narrative is not readable. Evidence of cutting and pasting.	Popular resources. Narrative is not readable. Evidence of cutting and pasting.	Popular resources. Narrative is not readable. Evidence of cutting and pasting.
Bibliographic Citations (APA format)	Assignment shows judicious use of quotes. Bibliographic citations are in the correct format.	Bibliographic citation is incomplete. Assignment has excessive errors in using quotes.	Bibliographic citation is incomplete. Assignment has excessive errors in using quotes.	Bibliographic citation is incomplete. Assignment has excessive errors in using quotes.

Assessment/Results	Assessment activities or results should clearly reflect goals and objectives or literature review comments.	Assessment activities or results do not clearly reflect goals and objectives or literature review comments.	Assessment activities or results do not clearly reflect goals and objectives or literature review comments.	Assessment activities or results do not clearly reflect goals and objectives or literature review comments.
Glossary	Glossary defines legal or technical terms.	Legal or technical terms are not clearly defined in the paper or presentation.	Legal or technical terms are not clearly defined in the paper or presentation.	Legal or technical terms are not clearly defined in the paper or presentation.
Spelling & Grammar	Project contains only minor spelling and grammar errors.	Spell Check was not used. A tutor was not consulted when recommended.	Spell Check was not used. A tutor was not consulted when recommended.	Spell Check was not used. A tutor was not consulted when recommended.

Academic Dishonesty

“Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook, Student Code of Ethics*.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor by the second week of the semester. Students must register with the Special Services Program in Nevins Hall, Room 2164, and Phone: 229-245-2498.

Course Goal:

This course is designed to introduce students to a variety of disabilities and assistive technologies. Students will develop a familiarity with the Americans

with Disabilities Act, The Technology Assistance Act, and other disability legislation.

Outcomes:

Students will gain an understanding of disability issues and the special services that school, academic and public libraries can offer to assist patrons with special needs. Students will learn about the ADA and other legislation concerning patrons with special needs, how to develop ADA compliant plans and policies, and how to obtain funding for assistive technologies.

Final Project:

Since this is such a small class, I have chosen to allow each of you to focus on an individual area of interest in the area of disability services. You will develop either a staff training module, a conference presentation, or a professional journal article based on your research. You may focus on legal issues related to disability services, assistive technology, services for specific disability groups, universal design principles, or website development and accessibility. Check with the professor about other pertinent topics that may be of interest. You should select a topic by the end of the second week. You may consult me or other professionals to ask about the appropriateness of your topic, resources, your project outline, or other disability related questions.

Library Staff Training or Conference Presentation

This project should include the following elements:

Goals

Objectives

Introduction: Description of training to be provided. A description of the audience, disability category, and issues to be included in the training.

Training Materials: (any combination of the following) PowerPoint slides, brochures, worksheets, activities. Training materials should reflect assimilation of literature on your topic that includes scholarly resources.

List of assistive technology devices or technologies. Include photographs if possible along with product review urls or testimonials.

Training Assessment: Your training assessment should include questions or activities to measure whether your goals and objectives were achieved.

Bibliography

Glossary

Article

This project should include the following elements:

Abstract

Introduction

Literature Review
Methodology
Results/Summary/Conclusions
Bibliography
Glossary

Materials & Resources

Highly Recommended Texts:

Bryant, D. P. and Bryant, B. R. (2003). *Assistive technology for people with disabilities*. Boston: Ally & Bacon.

The Bryant text provides a thorough background about different assistive technologies that are appropriate for each disability. This text contains a chapter on anchoring instruction which is useful for any instructional planning, not just for individuals with disabilities. There is a helpful glossary and appendix materials contain information about Section 508 and vendor websites.

Hernon, P. and Calvert, P. (Eds.). (2006). *Improving the quality of library services for students with disabilities*. Westport, CN: Libraries Unlimited.

This text is primarily useful as a resource for information on higher education disability resources. It contains extensive notes and urls at the end of each chapter. Chapter 3 covers the basics of the ADA in library settings.

Additional Resources:

ALA. *Roads to learning*.

<http://www.ala.org/ala/olos/outreachresource/roadstolearning/learningdisability.htm>

ASCLA. (2005). *Guidelines for library services for people with mental retardation*. Chicago: ALA (ASCLA).

http://www.ala.org/ala/ascla/asclaprotools/asclastandards/GuidelinesMental_Illnesses_draftJune2005.pdf

ASCLA. (2005). *Issues*. Chicago, ALA.

<http://www.ala.org/ASCLATemplate.cfm?Section=asclaiissues>

This is a good source to review when you are selecting your topic.

ASCLA. (2005). *Library services for people with disabilities policy passes*. Chicago: ALA.
<http://www.ala.org/ala/ascla/asclaiissues/libraryservices.htm>

ASCLA. (2005). Assistivetech.net website.
<http://www.ala.org/ala/ascla/asclaiissues/libraryservices.htm>

This site contains AT product reports and vendor information.

ASCLA. (2005). Universal design website.
<http://www.ala.org/ala/ascla/asclaiissues/universaldesign.htm>

ASCLA. (2005). Why an ALA Disability Policy?
<http://www.ala.org/ala/ascla/asclaiissues/factsheetabout.htm>

Deines-Jones, C. and Van Fleet, C. (1995). *Preparing staff to serve patrons with disabilities: A how-to-do-it manual for librarians*. New York: Neal-Schuman. This is an excellent manual with forms and checklists.

Dorland, W. A. N. (Ed.). (2000). *Dorland's illustrated medical dictionary* (30th Ed.). Philadelphia, PA.

Goddard, M. (Ed.). (1996). *Guidelines for library and information services for the American deaf community*. Chicago: ASCLA.

Lazzaro, J. (2001). *Adaptive technologies for learning and work environments*, 2nd ed. Chicago: ALA.

Rubin, R. (2001). *Planning library services to people with disabilities*. Chicago: ASCLA.

Scherer, Marcia J. (2003). *Connecting to Learn: Educational and Assistive Technology for People with Disabilities*, Washington, DC: American Psychological Association. Also see the Matching Persons & Technology Model <http://members.aol.com/IMPT97/MPT.html>

General Resources:

Alliance for Technology Access <http://www.ataccess.org>
This website contains valuable AT product information.

Closing the Gap Resource Guide. Closing the Gap, Minneapolis, MN.
<http://www.closingthegap.com/>

Council for Exceptional Children <http://www.ericec.org/assistiv.html>

Disability Legislation: <http://www.rit.edu/~easi/>

EASI Videotape on Disability Services Providers- May be requested free from
<http://www.rit.edu/~easi/>

E-journals on assistive technology and view GALILEO resources at:
<http://books.valdosta.edu/gal1.html>

ERIC: <http://neptune3.galib.uga.edu/cgi-bin/homepage.cgi?link=zber&style=&id=a81ff009-1041788019-5157&cc=1>

Microsoft Accessibility Options. Microsoft contains many options for computer users. Familiarize yourself with these options by clicking on “My Computer,” then click on “Control Panel,” and then “Accessibility Options.” Click on the individual tabs at the top to learn how to use accessibility options for different disability categories.

NICHCY eNewsletter. National Dissemination Center for Children with Disabilities <http://www.nichcy.org/SurveyIntro1.html>

Tools for Life <http://www.gatfl.org/default.htm>

Tools for Life increases access to appropriate assistive technology devices and AT services for all Georgians with disabilities so they can live, learn, work, and play independently in communities of their choice.

Valdosta State University Odum Library: <http://books.valdosta.peachnet.edu/>

Students may request books on assistive technology through the Odum Library through Interlibrary Loan at: <http://books.valdosta.edu/ssncheck.html>