CUNY School of Professional Studies

CUNY School of Professional Studies
at the Graduate School and University Center

Proposal to Establish a
Master of Science
Disability Services in Higher Education

Anticipated Start
Fall 2015

Approved by the
School of Professional Studies Curriculum Committee
June 19, 2014

Approved by the
School of Professional Studies Governing Council
September 4, 2014

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Dean's Signature: ______________________
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

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ABSTRACT

The CUNY School of Professional Studies (SPS) proposes to develop a 30-credit Master of Science degree in Disability Services in Higher Education. The M.S. degree is designed to equip students with the knowledge and skills they need to provide legally mandated accommodations to students with disabilities in higher education settings. The coursework includes theoretical, conceptual and practical information that will provide students with sound philosophical grounding in addition to building skills that they will apply in the field.

The program is unique in that it will be the first of its kind in the country. In order to ensure that graduates will be prepared to assume significant responsibility in providing accommodations to post-secondary students with disabilities, the curriculum has been developed with the participation of disability service office directors, lawyers familiar with the Americans with Disabilities Act Amendment Act (ADA/AA) as it applies to colleges and universities, assistive technology specialists, and educators.

Program Goals
The goals of this program are:

• To ground students in the major theories and models used to frame disability;
• To familiarize students with important legislation and prepare them to advocate for equal access for students with disabilities and apply the Americans with Disabilities Act, IDEA, and other applicable laws governing the accommodation of individuals with disabilities in academic settings;
• To prepare students to assist college administration and relevant departments in developing policies and guidelines regarding provision of services to students with disabilities;
• To prepare students to research, evaluate, select and demonstrate assistive technology to support students with disabilities, in both traditional and online learning environments;
• To acquaint students with the needs of traditional and emerging post-secondary populations, including students with learning disabilities, sensory disabilities or psychiatric disabilities, veterans with service-related disabilities, students on the autism spectrum, and those with multiple disabilities;
• To prepare students to administer a college or university office of student disability services;
• To provide students with the knowledge needed to arrange support and access in non-classroom academic settings such as dormitories, libraries, computer labs and other facilities as well as public college events; and,
• To prepare the next generation of disability services personnel to work effectively and ethically in a field that is becoming increasingly professionalized.
<table>
<thead>
<tr>
<th>Task 1: Institution and Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution Information</strong></td>
</tr>
<tr>
<td>Institution Name:</td>
</tr>
<tr>
<td>CUNY School of Professional Studies at the</td>
</tr>
<tr>
<td>Graduate School and University Center</td>
</tr>
<tr>
<td>Institution Code (6 digits):</td>
</tr>
<tr>
<td>310500</td>
</tr>
<tr>
<td>Institution Address:</td>
</tr>
<tr>
<td>365 Fifth Avenue</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>New York</td>
</tr>
<tr>
<td>State/Country:</td>
</tr>
<tr>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
</tr>
<tr>
<td>10016</td>
</tr>
<tr>
<td>Regents Regions:</td>
</tr>
<tr>
<td>New York City Region</td>
</tr>
<tr>
<td>Specify campus(s) of the institution</td>
</tr>
<tr>
<td>where program is offered, if other than</td>
</tr>
<tr>
<td>the main campus:</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Specify any other additional campus(s)</td>
</tr>
<tr>
<td>where the program is offered besides the</td>
</tr>
<tr>
<td>ones selected above:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>If any courses will be offered off</td>
</tr>
<tr>
<td>campus, indicate the location and number</td>
</tr>
<tr>
<td>of courses and credits:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>If the program will be registered jointly</td>
</tr>
<tr>
<td>with another institution, please provide</td>
</tr>
<tr>
<td>the partner institution's name:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Program Information for New Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Disability Services in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award</strong></td>
<td>M.S.</td>
</tr>
<tr>
<td><strong>HEGIS code</strong></td>
<td>2299.00</td>
</tr>
<tr>
<td><strong>Number of Credits</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

*If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

<table>
<thead>
<tr>
<th>Option/Concentration Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

<table>
<thead>
<tr>
<th>Program Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Award</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEGIS code</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>George Otte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Telephone</td>
<td>646.344.7258</td>
</tr>
<tr>
<td>Fax</td>
<td>646.344.7269</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:george.otte@mail.cuny.edu">george.otte@mail.cuny.edu</a></td>
</tr>
</tbody>
</table>
## Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: [Department Expectations: Admissions, Academic Support Services. Credit for Experience and Program Assessment and Improvement](#)

Relevant Regulations for this task can be found by clicking here: [Relevant Regulations for Task 2](#)

### a. Program Format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: [Format Definitions](#)

- **Evening**: All requirements for the award must be offered during evening study.
- **Weekend**: All requirements for the award must be offered during weekend study.
- **Evening/Weekend**: All requirements for the award must be offered during a combination of evening and weekend study.
- **Day Addition**: For programs having EVENING, WEEKEND, or EVENING/WEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
- **Not Full-Time**: The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
- **5-Year Baccalaureate**: Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
- **4.5-Year Baccalaureate**: Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
- **Upper Division**: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
- **Independent Study**: A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
- **Cooperative**: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
- **Distance Education**: 50% or more of the course requirements for the award can be completed through study delivered by distance education.
- **External**: All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
- **Accelerated**: The program is offered in an accelerated curricular pattern which provides for early completion. [Semester hour requirements](#) in Commissioner's Regulations for Instruction and supplementary assignments apply.
- **Standard Addition**: For programs having Independent, Distance Education, External, or Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
- **Bilingual**: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
- **Language Other Than English**: The program is taught in a language other than English.
- **Other Non-Standard Feature(s)**: Please provide a detailed explanation.
b. Diploma Programs

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply: [ ]

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution’s catalog.
   Answer: See narrative

2) List the educational and (if appropriate) career objectives of the program.
   Answer: See narrative

3) How does the program relate to the institution’s mission and/or master plan?
   Answer: See narrative

4) What is the documented need for this program?
   Answer: See narrative

5) Describe the role of faculty in the program’s design.
   Answer: See narrative

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
   Answer: See narrative

7) What are the anticipated Year 1 through Year 5 enrollments?
   Answer: See narrative

d. Admissions

1) List all program admission requirements (or note if identical to the institution’s admission requirements).
   Answer: See narrative

2) Describe the process for evaluating exceptions to these requirements.
   Answer: See narrative

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
   Answer: See narrative

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.
   Answer: See narrative

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.
   Answer: See narrative
g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.
Answer: See narrative

h. Transfer to Baccalaureate Programs

If the program will be promoted as preparing students for transfer to a baccalaureate program, provide a copy of an articulation agreement with at least one institution.

Not Applicable: ☒

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

a). Complete Table 1a (for undergraduate programs) or Table 1b (for graduate programs).

b). If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
Answer: 

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master’s degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.
Answer: See narrative

d). For existing courses that are a part of the major, enter the catalog description of the courses:
Answer: See narrative

e). Syllabi:

For undergraduate programs, provide syllabi for all new courses in the major.
For graduate programs, provide syllabi for all new courses.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for all courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.
Task 4. Faculty

Guidance for this task can be found by clicking here: Department Expectations: Faculty

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 4

a) Complete the faculty tables that describe faculty (Table 2 and Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution’s definition of “full-time” faculty? Include the number of credits expected to be taught by full-time faculty per academic term.

Answer: The annual undergraduate teaching contact hour workload shall be as follows, it being understood that the term “undergraduate teaching contact hour workload” includes reassigned time assigned to the individual and approved in the college.

Professors, Associate Professors, Assistant Professors in the senior Colleges - 21 hours
Professors, Associate Professors, Assistant Professors in the Community Colleges - 27 hours
Instructors and Lecturers - 27 hours

Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: Department Expectations: Financial Resources and Instructional Facilities

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 5

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer: See narrative. For financial tables, see appendix.

b) Complete the new resources table (Table 5).

Not Applicable: ☐

Task 6. Library Resources

Guidance for this task can be found by clicking here: Department Expectations: Library Resources

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 6

a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.

Answer: See narrative

b) Describe the institution’s response to identified needs and its plan for library development.

Answer: See narrative
NARRATIVE

Purpose and Goals

The CUNY School of Professional Studies (CUNY SPS) proposes to develop a 30-credit Master of Science degree in Disability Services in Higher Education. The M.S. degree is designed to equip students with the knowledge and skills they need to provide legally mandated accommodations to students with disabilities in higher education settings. The coursework includes theoretical, conceptual and practical information that will provide students with sound philosophical grounding in addition to building skills that they will apply in the field.

Program Goals

The goals of this program are:

• To ground students in the major theories and models used to frame disability;
• To familiarize students with important legislation and prepare them to advocate for equal access for students with disabilities and apply the Americans with Disabilities Act, IDEA, and other applicable laws governing the accommodation of individuals with disabilities in academic settings;
• To prepare students to assist college administration and relevant departments in developing policies and guidelines regarding provision of services to students with disabilities;
• To prepare students to research, evaluate, select and demonstrate assistive technology to support students with disabilities, in both traditional and online learning environments;
• To acquaint students with the needs of traditional and emerging post-secondary populations, including students with learning disabilities, sensory disabilities or psychiatric disabilities, veterans with service-related disabilities, students on the autism spectrum, and those with multiple disabilities;
• To prepare students to administer a college or university office of student disability services;
• To provide students with the knowledge needed to arrange support and access in non-classroom academic settings such as dormitories, libraries, computer labs and other facilities as well as public college events; and,
• To prepare the next generation of disability services personnel to work effectively and ethically in a field that is becoming increasingly professionalized.

Learning Outcomes

Students will be able to:

• Analyze disability experience, both individual and social, and describe models commonly used to frame disability;
• Explain requirements of applicable laws and apply legal frameworks and principles used to determine compliance and provide equal access in a higher education setting;
• Describe commonly employed forms of assistive technology and the use of each;
• Describe the functions of a campus disability service office and its associated tasks and practices;
• Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them;
• Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services;
• Describe the needs of emerging populations of students - including veterans, students on the autism spectrum, students with traumatic brain injury, international students with disabilities, students with intellectual disabilities - and design appropriate accommodation strategies for each;
• Formulate methods of accommodating students – including those who use service animals – in non-classroom settings, including campus facilities such as residence halls, off-campus situations such as study abroad programs and co-curricular activities such as clubs, student organizations, athletic clubs and sporting events;
• Explain the needs of students with psychiatric diagnoses, challenges they may experience in college and types of accommodations that support their academic success;
• Describe the major factors contributing to inequality impacting people with disabilities, including race, gender, socioeconomic status, ethnicity and health opportunities;
• Engage in advanced critical thinking, speaking and writing about the role of disability service professionals in advancing social justice and accessibility in higher education.

National Context
There are a variety of legal and social mandates that provide for the support and accommodation of students with disabilities in college. Legal requirements of the Rehabilitation Act of 1973 and its Sections 504 and 508, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008, obligate the inclusion of students with disabilities in the mainstream of college life. The requirements of social justice for equal access for all are no less compelling.

As of 2012, there were 4,495 colleges and universities in the United States mandated to provide accommodations to students with disabilities (US Department of Education, 2012, Table 5). Some of these institutions of higher learning are small, with a part time staff of one or two responsible for arranging accommodations for students with disabilities, while some large universities, like CUNY, have multiple dedicated full-time staff members supporting students with disabilities on each campus. The Association on Higher Education and Disability (AHEAD) has issued proposed program standards that call for at least one full-time professional to be responsible for disability services as a primary role (AHEAD, 2014).

In the twenty years since the ADA/ADAA have taken effect, more students with disabilities have been enrolling in colleges and universities. The National Council on Disability reports that enrollment of students with disabilities on college campuses increased 20% between 2003 and 2009 (National Council on Disability, 2011).

According to the US Department of Education, some 19.7 million students will be attending colleges and universities in 2013 (2012, US Department of Education, Table 5). Eleven percent of these students report having disabilities, including physical and mobility impairments, learning disabilities, sensory impairments such as deafness or blindness; four percent of undergraduates who report having disabilities are veterans (2012, US Department of Education, Ch. 3). As more and more students with autism spectrum disorder age graduate from high school and continue on to college, campuses must seek ways to support them. CUNY, for example, developed Project REACH to support CUNY students on the autism spectrum.

Recent events have made colleges more aware of the need and responsibility to support students with psychiatric disabilities. According to the National Alliance on Mental Illness (NAMI), over seventy-five percent of lifetime cases of mental illness begin by age 24. Statistics on the number of students in college who experience psychiatric issues vary. Although the diagnosis of mental illness covers a wide range of issues, a 2012 NAMI survey of college students with psychiatric diagnoses reported that more than forty-five percent of students who stopped attending college because of mental health reasons reported that they had not received appropriate accommodations (NAMI, 2012, p. 8).

The proposed M.S. in Disability Services in Higher Education would be the first of its kind in the country and is designed specifically to equip graduates with the conceptual foundation and practical skills they need to support students with disabilities in higher education settings.

Impact on the CUNY School of Professional Studies
Home to CUNY’s first fully online degrees and groundbreaking Master’s degree programs, CUNY SPS has found new ways of fulfilling CUNY’s mission of access; reaching students with innovative modes of instruction; offering cutting edge courses and curricula; and delivering learning tailored for diverse requirements and constituencies. The new M.S. in Disability Services in Higher Education will continue in this tradition by addressing the concrete needs of people employed to provide accommodations to students in colleges and universities. Although every college and
university in the United States has the obligation to support students with disabilities, at present none offers an M.S. in Disability Services. Thus the new degree will continue the School’s tradition of innovation in program development and service to society at large by preparing individuals to provide increased and improved support and access for students with disabilities locally and nationwide. The proposed program would complement the existing Master of Arts in Disability Studies, as it will share the foundational course and an elective as well as utilizing the expertise of existing faculty and national experts.

Faculty Support
Faculty who contributed to the development of the degree have expressed enthusiasm about the possibility of offering a much-needed graduate credential in the field of Disability Services in Higher Education. Since this is a new interdisciplinary program, faculty have been drawn from a variety of fields, including Special Education, Assistive Technology, Law, and Education. All possess extensive experience in serving students with disabilities.

Because CUNY SPS has already developed a wide array of online programs, this new degree would benefit from the expertise of the Office of Faculty Development and Instructional Technology which assists faculty with online course design and instruction. All faculty will receive training in teaching online prior to offering their course and the opportunity for peer mentoring during the semester when they offer the course for the first time.

Academic Standards will be established and monitored by CUNY SPS faculty. The Academic Director of the M.S. in Disability Services in Higher Education will maintain general oversight of the program and its faculty (see the section of this proposal detailing faculty involvement in the development of the program).

Need and Justification

Program Need
The transition from high school to college is a stressful time for many new college students. For students with disabilities, it is particularly so. In grades K-12, students with disabilities are under the umbrella of the Individuals with Disabilities Education Act (IDEA), which provides for appropriate educational accommodations in a written document called an Individualized Education Plan (IEP). These accommodations are determined by professional evaluation and subsequent negotiation with a district-wide Committee on Special Education, parents and teachers. Advocacy for changes to the IEP largely falls to parents, and the participation of the student is situational at best.

As students move to college, they are no longer under the umbrella of IDEA, and the burden falls upon them to make contact with the disability services office and advocate for their needs for accommodation as mandated under the ADA/AA and Section 504 of the Rehabilitation Act of 1973. Some college students are knowledgeable about these issues and are well able to advocate for themselves. Others may not be able to describe what their needs are or may not be aware of new technologies or practices that could help them. Still others see college as an opportunity to escape the labels that followed them through high school. While some of these students do well, others avoid disclosing their need for educational accommodations until they are struggling. The staff members of disability service offices fulfill the roles of intermediary and facilitator between students with disabilities and faculty, administrators, and other members of the larger academic community, by consulting with students, advising them, and often advocating for them.

As facilitators, disability service staff must master a complex array of responsibilities that include understanding the legal requirements of the ADA/AA regarding facilities and online access; publicizing the availability of services and accommodations to the student body; determining accommodations needed by students; working with faculty to assist in modifying curriculum, as necessary; keeping current with the procurement and application of assistive technologies; coordinating with other campus offices and outside entities; arranging for the accommodation of
students in residential halls and campus clubs; and staying abreast of best practices in accommodation that address the specific needs of emerging populations like veterans with disabilities or students on the autism spectrum.

Although disability services office staff are not intended to be counselors, in order to successfully assist students with disabilities and determine appropriate accommodations, they must possess an extensive repertoire of technical skills, interpersonal skills and judgment. As Conway and Stodden pointed out, what one student needs cannot be determined by skimming down a list of what has worked for others (Stodden and Conway, 2001 p. 9). Lichiello (2012) concluded that there is a “need for offices of disability support services to develop relationships with students and consider their contextual and functional needs when determining services” (p 17). What this research indicates is that the more disability support staff know, the better they will be able to fulfill job requirements. We believe that by providing a strong philosophical grounding in the disability studies’ perspective on disability, staff will be more comfortable in their advocacy role.

With 2,700 members, the Association on Higher Education and Disability (AHEAD) is the largest professional organization of policy and support staff concerned with students with disabilities in colleges and universities. AHEAD conducts biennial surveys of its membership, collecting information on a variety of topics, one of which is the educational background of its membership. Surveys indicate a master's degree is preferred in positions held by those responsible for providing accommodations (AHEAD, 2013). As the chart below from the survey report indicates, a master's degree is required for the majority of the positions, and of those workers with master's degrees whose responsibilities include arranging student accommodations, most hold degrees in Special Education, Rehabilitation Counseling or Social Work (AHEAD, Survey and Chartbook 2012 and 2008) (2013, AHEAD, p. 21). A number also hold bachelor's degrees and report receiving on-the-job training.

**Education Required for Respondents’ Current Positions**

<table>
<thead>
<tr>
<th>Education Required for Position</th>
<th>People</th>
<th>Percent of People Stating a Degree</th>
<th>Percent of All People</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma, G.E.D. or other Certificate</td>
<td>3</td>
<td>0.67%</td>
<td>0.65%</td>
</tr>
<tr>
<td>A.A., A.A.S. or other Associate's degree</td>
<td>4</td>
<td>0.89%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Ph.D., Ed.D., J.D. or other Doctorate degree</td>
<td>32</td>
<td>7.16%</td>
<td>6.94%</td>
</tr>
<tr>
<td>B.S., B.A., B.I. or other Bachelor's degree</td>
<td>89</td>
<td>19.91%</td>
<td>19.31%</td>
</tr>
<tr>
<td>M.A., M.S., M.S.W, M.Ed. or other Master's degree</td>
<td>319</td>
<td>71.36%</td>
<td>69.20%</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>447</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>96.96%</strong></td>
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<tr>
<td>Other</td>
<td>5</td>
<td>1.12%</td>
<td>1.08%</td>
</tr>
<tr>
<td>No degree is required</td>
<td>4</td>
<td>0.89%</td>
<td>0.87%</td>
</tr>
<tr>
<td>No Data</td>
<td>5</td>
<td>1.12%</td>
<td>1.08%</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>3.13%</strong></td>
<td><strong>3.04%</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>461</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>


As technology and the interpretation of the Americans with Disabilities Act and its recent amendments evolve, these degrees are not adequately preparing workers for the complex skills such jobs require. AHEAD provides excellent training, a journal and a well-designed conference for disability service professionals, but there is at present no graduate-level program in this field that provides in-depth coursework on this subject. A look at a variety of master’s programs in Student Services, Social Work and Rehabilitation Counseling revealed that only one program in
Rehabilitation Counseling offers any coursework related to supporting college students with disabilities. Special Education programs are concerned with K-12 students, not students with disabilities in college. Existing programs do not offer coursework in assistive technology nor in the needs of the new groups of students moving onto college campuses, nor do they offer an opportunity to learn about the legal requirements of the ADA/AA as it applies to higher education.

There are two relevant graduate certificate programs in the country. One, at the University of Connecticut, accepts only fifteen students a year. The other, a new Certificate offered at Landmark College in Vermont, is geared toward K-12 teachers.

**Workforce Trends**

The field of disability service provision is moving toward increased professionalization and the proposed M.S. degree can facilitate this, building on the groundwork of organizations like AHEAD and the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) and collaborating with them to continue to develop knowledge and advance the field. At the moment, there is a wide variety of position titles for staff in disability service offices, which reflects the state of the field coupled with variation in staffing patterns and size of institution. Some colleges ask staff to wear several hats, including teaching classes, while the staff of larger universities tend to have several full time staff available to serve students with disabilities.

Research shows that there is no general agreement about what the offices responsible for accommodations for students with disabilities should be named. The 2008 AHEAD survey indicated clear variation in what offices responsible for accommodations arrangements are called (see below).

### Titles of DS offices in the United States, as reported by full-time administrators (n=353). Percentages may total over 100 percent due to rounding.

<table>
<thead>
<tr>
<th>Title</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Services</td>
<td>3%</td>
</tr>
<tr>
<td>Other Title</td>
<td>4%</td>
</tr>
<tr>
<td>Office for Students with Disabilities</td>
<td>11%</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>35%</td>
</tr>
<tr>
<td>Access Center</td>
<td>7%</td>
</tr>
<tr>
<td>Disabled Student Services</td>
<td>41%</td>
</tr>
</tbody>
</table>

N= 353.

Previous employment surveys conducted by (AHEAD) (2008, p 25) asked respondents about their own professional development needs, and respondents listed as most important information about best practices in service provision, information about legal regulations and case law, training in assistive technology, information about the educational impact of various disabling conditions, information about cultural competence, developing collaborations across the campus, and information about administrative skills (see chart below).

<table>
<thead>
<tr>
<th>Information that is Essential for Job as DS Staff</th>
<th>Frequency of Survey Respondents in U.S. Choosing “4” or “5”**</th>
<th>Percentage of All U.S. Respondents (N=606)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on best practices in service provision.</td>
<td>531</td>
<td>87.6%</td>
</tr>
<tr>
<td>Information about legal regulations and case law.</td>
<td>521</td>
<td>86.0%</td>
</tr>
<tr>
<td>Information on the educational impacts of various disabling conditions.</td>
<td>498</td>
<td>82.1%</td>
</tr>
<tr>
<td>Technical skills (technology, Sign Language, etc.)</td>
<td>450</td>
<td>74.3%</td>
</tr>
<tr>
<td>Information on developing collaborations on my campus.</td>
<td>413</td>
<td>68.2%</td>
</tr>
<tr>
<td>Information on faculty development activities.</td>
<td>413</td>
<td>68.2%</td>
</tr>
<tr>
<td>Information on administrative skills: budgeting, negotiating, supervision, etc.</td>
<td>304</td>
<td>50.2%</td>
</tr>
<tr>
<td>Information on disability communities/culture.</td>
<td>301</td>
<td>49.7%</td>
</tr>
</tbody>
</table>

* Wording of items in this category is taken directly from the survey instrument.
** Responses were on a Likert scale of 1 to 5, with “3” being “Neutral/No opinion” and “5” being “It is essential that I have this information”


The proposed program addresses each of these topics in the coursework, adding to the body of knowledge about best practices. In addition, according to the Executive Director and Board Member chairing the Professional Development Committee at AHEAD, the field is moving away from an ‘impairment-based’ or rehabilitation model toward the philosophical framework of disability studies. Thus, the successful and well-established Disability Studies program at CUNY SPS makes the school uniquely well positioned to launch the proposed new degree program.

**Difference from Existing Disability Studies Program**

The M.A. in Disability Studies currently offered by CUNY SPS provides students with an opportunity to explore disability using multiple perspectives and lenses. It was developed for and is targeted to students who are working in service provision in community nonprofit agencies, and who already possess extensive technical expertise in designing and delivering services to people with disabilities. These students are typically case managers, community habilitation workers, program directors, or agency administrators, and want to learn more about disability and society using a multidisciplinary approach, including the humanities. The program does not teach concrete skills, but rather examines disability and society using an interdisciplinary approach, utilizing perspectives from the humanities, social sciences, medicine, law, and the visual and performing arts.
The proposed M.S. in Disability Services in Higher Education degree is designed to equip students with the knowledge and skills to assume responsibility for the provision of disability services to college students in a higher education setting. Coursework will teach concrete skills and utilize an applied approach so that students will be prepared to work in a campus office with a minimum of on-the-job training. Because the intent of this M.S. and its proposed coursework are so different from the M.A. in Disability Studies, it would not be appropriate to add it as a new track to the existing M.A.

Student Interest and Enrollment

Admissions Requirements
Applicants must have earned a Bachelor's degree from an accredited institution, with a GPA of 3.0 or better to qualify for admission. Those with a lower GPA may be admitted only at the discretion of the Academic Director. As part of the admissions process, applicants must submit a brief statement of purpose, describing their personal, academic and professional background as well as their interest in and experience with disability, and their objectives in seeking the degree. They must also submit two letters of recommendation from academics, professional colleagues, or practitioners in the field. All University policies regarding graduate admissions, grading, transfer credit, residency and degree completion will apply.

Applications will be reviewed by a committee of staff and faculty in the Disability Studies program. An interview, whether in person, by web or telephone, may be required at the discretion of the admissions committee.

Demand
Because this is the first master's degree of its kind, we believe that the program will attract students who wish to prepare for a career in Disability Services as well as those already working in the field who need to acquire specific, advanced knowledge and wish to obtain an educational credential. The M.S. in Disability Services would interest graduates of BA or BS programs in human services, disability studies, special education, social work, or related fields, and would particularly interest students with disabilities. Our search of related jobs indicated that there are many positions available and we believe that the M.S. program will prepare graduates for filling those positions more successfully than either M.S.W. or Rehabilitation Counseling degree programs would. We were encouraged to develop this M.S. program by the Executive Director of AHEAD, who made available to us internal surveys of the Association's membership as we prepared the degree program proposal. The consultant who conducted the latest employment survey for AHEAD also strongly encouraged the development of this program. In addition, every semester we receive a number of inquiries about our current M.A in Disability Studies from prospective students who would like to pursue careers in Disability Services, but the M.A. courses are not intended to provide the concrete, more applied focus that the new M.S. would offer.

Employment Opportunities
Our research indicates that there are numerous Disability Service specialist positions open to those candidates with a master's degree, particularly a master's in a disability-related field. A recent search of Higher Ed Jobs listed 124 related positions, and while some of these did not specifically require a master's degree, most clearly indicated preference for a master's in a disability-related field. Four openings were posted at CUNY alone between November, 2013 and April 2014 (see Appendix). We believe that a degree specifically designed to prepare Disability Service specialists would be preferred over a master's degree in a related field like Social Work, Rehabilitation Counseling or Special Education, which do not include coursework specific to the provision of accommodations. A recent survey by AHEAD of its members reported salary ranges for workers providing accommodations clustering from $45,000 to $72,000, with the average full time pay rate at $60,895 (see below, AHEAD, 2013, p. 27).
## FTE, NUMBER OF JOBS, AND NUMBER OF MONTHS WORKED BY EARNINGS

<table>
<thead>
<tr>
<th>All Respondents with Earnings Data n=419</th>
<th>Number of People</th>
<th>Percent of People Reporting Income</th>
<th>AVERAGE Annual Earnings: Gross Annual Earnings from All Work</th>
<th>AVERAGE Number of Months</th>
<th>AVERAGE Number of Jobs</th>
<th>AVERAGE Total FTE</th>
<th>AVERAGE Full Time Annual Pay Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>People earning under 30K</td>
<td>14</td>
<td>3.34%</td>
<td>$23,593.00</td>
<td>12.000</td>
<td>1.071</td>
<td>0.665</td>
<td>$36,679.00</td>
</tr>
<tr>
<td>People earning $30K to under $40K</td>
<td>44</td>
<td>10.50%</td>
<td>$35,016.00</td>
<td>11.860</td>
<td>1.000</td>
<td>0.913</td>
<td>$41,616.00</td>
</tr>
<tr>
<td>People earning $40K to under $50K</td>
<td>101</td>
<td>24.11%</td>
<td>$44,843.00</td>
<td>12.009</td>
<td>1.059</td>
<td>1.005</td>
<td>$45,666.00</td>
</tr>
<tr>
<td>People earning $50K to under $60K</td>
<td>80</td>
<td>19.09%</td>
<td>$54,170.00</td>
<td>12.114</td>
<td>1.025</td>
<td>1.000</td>
<td>$55,782.00</td>
</tr>
<tr>
<td>People earning $60K to under $70K</td>
<td>71</td>
<td>16.95%</td>
<td>$63,028.00</td>
<td>11.943</td>
<td>1.114</td>
<td>1.006</td>
<td>$63,746.00</td>
</tr>
<tr>
<td>People earning $70K to under $80K</td>
<td>46</td>
<td>10.98%</td>
<td>$73,458.00</td>
<td>12.000</td>
<td>1.065</td>
<td>1.020</td>
<td>$72,230.00</td>
</tr>
<tr>
<td>People earning $86K to under $90K</td>
<td>28</td>
<td>6.68%</td>
<td>$83,161.00</td>
<td>12.000</td>
<td>1.143</td>
<td>1.021</td>
<td>$81,232.00</td>
</tr>
<tr>
<td>People earning $90K to under $100K</td>
<td>15</td>
<td>3.58%</td>
<td>$94,033.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.023</td>
<td>$92,366.40</td>
</tr>
<tr>
<td>People earning $110K</td>
<td>5</td>
<td>1.19%</td>
<td>$102,200.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.000</td>
<td>$102,200.00</td>
</tr>
<tr>
<td>People earning under $120K</td>
<td>4</td>
<td>0.95%</td>
<td>$113,250.00</td>
<td>12.000</td>
<td>1.500</td>
<td>1.027</td>
<td>$112,250.00</td>
</tr>
<tr>
<td>People earning under $130K</td>
<td>4</td>
<td>0.95%</td>
<td>$123,500.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.000</td>
<td>$123,500.00</td>
</tr>
<tr>
<td>People earning under $140K</td>
<td>2</td>
<td>0.48%</td>
<td>$133,000.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.000</td>
<td>$133,000.00</td>
</tr>
<tr>
<td>People earning under $150K</td>
<td>2</td>
<td>0.48%</td>
<td>$140,000.00</td>
<td>12.000</td>
<td>1.500</td>
<td>0.922</td>
<td>$167,000.00</td>
</tr>
<tr>
<td>People earning $150K</td>
<td>2</td>
<td>0.48%</td>
<td>$150,000.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.000</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>People earning $190K</td>
<td>1</td>
<td>0.24%</td>
<td>$190,000.00</td>
<td>12.000</td>
<td>1.000</td>
<td>1.000</td>
<td>$190,000.00</td>
</tr>
<tr>
<td>Sub Totals: % or Averages for all 419</td>
<td>419</td>
<td>100%</td>
<td>$59,325.00</td>
<td>12.021</td>
<td>1.068</td>
<td>.989</td>
<td>$60,895.00</td>
</tr>
<tr>
<td>No Data: % of all 461</td>
<td>42</td>
<td>9.11%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>


**Note:** “Average number of months” represents the reported hours worked divided by a 40 hour work week. In many cases, respondents taught in addition to the full time employment in disability services - thus, they actually worked more than full time, typically at the same school in which they were employed. In other cases, respondents were appointed for 9 or 10 months, resulting in a lower than 12 month average for number of months worked.
Five-Year Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Fa 16</td>
<td>Sp 17</td>
<td>Fa 17</td>
<td>Sp 18</td>
<td>Fa 18</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Part-Time</td>
<td>18</td>
<td>31</td>
<td>47</td>
<td>57</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>34</td>
<td>51</td>
<td>62</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>85</td>
<td>88</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

Detailed five-year enrollment projections are presented in Table 8 in the Appendix.

Marketing Plan

**Competitive Market:** The Program Comparison Worksheet, located in the Appendix, has been prepared to assist the marketing team in developing a marketing strategy. The Worksheet indicates other programs that could be considered competitive. There are two Advanced Certificate programs that are somewhat similar to this proposed degree. One accepts a total of 15 applicants a year, while the other is geared primarily to a different audience.

**Target Audience:** It is anticipated that potential applicants for this program might already be employed in disability service offices at universities, and reaching out to these offices and institutions would attract prospective applicants. Current CUNY employees who work in disability services offices and do not yet hold a master's degree might be a source of program applicants as might employees similarly situated in the many colleges and universities in New York City Tri-State and beyond.

**Proposed Outreach Efforts:** Professional organizations like AHEAD, RESNA (Rehabilitation Engineering & Assistive Technology Society of North America), and ATHEN (Access Technology Higher Education Network) are also a potential source of students. Presenting at AHEAD conferences and those of the other organizations listed above, advertising in their publications, and renting their mailing lists could yield significant results. AHEAD organizes both national and regional events, and many states have a local professional organization where outreach could take place. The other Assistive Technology associations also hold conferences and meetings where advertising, presentations and outreach may be carried out. For example, CUNY's annual Accessibility conference could be an important event through which to reach prospective applicants.

The marketing plan will also include advertising in selected publications and web sites, such as the current site Disability Scoop, which has yielded applicants for the MA in Disability Studies. In recruiting students, outreach via email or mailings will also target graduates of BA and BS programs throughout the CUNY system, particularly those with degrees in social work, human services, special education, disability studies and related subjects.

The CUNY SPS marketing team will provide its full support and resources, including website access and social media capabilities. The recruitment and marketing plan will include a calendar of activities and events, including information sessions, both in-person and via webinars, mailings, and advertising in appropriate venues, including national sites such as Disability Scoop.

**Messaging:** Messaging for this degree will emphasize that:
- There are good-paying jobs available for graduates
- The coursework is forward looking and comprehensive
- The degree prepares students to assume significant responsibility for disability services at a college or university

Retention and Graduation

The numerous resources for students at CUNY SPS listed in this proposal will help to support students from the application process through graduation and beyond. Required online orientation prior to beginning the program, writing support, technological support, opportunities to interact with faculty, and consistent academic advisement will be available.
to students in this program. In addition, experienced instructors, many of whom have extensive backgrounds providing assistance to students with disabilities, have been chosen to help advise students regarding their career plans.

Curriculum

Degree Requirements
Completion of the M.S. in Disability Services in Higher Education will require a total of 30 credits, distributed as follows:

<table>
<thead>
<tr>
<th>REQUIRED MAJOR COURSES</th>
<th>MAJOR ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Six required courses, totaling 18 credits)</td>
<td>(student selects four courses, totaling 12 credits)</td>
</tr>
<tr>
<td>DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability</td>
<td>DSSV 617 - Universal Design in Higher Education</td>
</tr>
<tr>
<td>DSSV 605 - Legal Aspects of Disability Services</td>
<td>DSSV 618 - Emerging Populations</td>
</tr>
<tr>
<td>DSSV 606 - Assistive Technology in Higher Education</td>
<td>DCCV 619 - Accommodations Outside the Classroom</td>
</tr>
<tr>
<td>DSSV 607 - Higher Education Disability Service Administration</td>
<td>DSSV 625 - Supporting Students with Psychiatric Disabilities</td>
</tr>
<tr>
<td>DSSV 608 - Neurodiverse Students in College</td>
<td>DSAB 605 - Disability and Diversity</td>
</tr>
<tr>
<td>DSSV 699 - Disability Services Capstone Course</td>
<td>DSSV 651 - Special Topics in Disability Services</td>
</tr>
<tr>
<td></td>
<td>DSSV 649 - Independent Study in Disability Services</td>
</tr>
</tbody>
</table>

Course Descriptions

Required Courses (Eighteen Credits)

DSAB 601 - Psychosocial, Cultural and Political Aspects of Disability (3 credits)
Prerequisite: None
This course is an introduction to the emerging multidisciplinary field of Disability Studies. Students will engage disability in a variety of sociopolitical and cultural contexts, including their own personal values and beliefs as they relate to disability and society. Students will be introduced to Disability Studies theory, vocabulary and the models that frame disability discourse. Students will examine Disability Studies as it emerged from the Disability Rights Movement, explore disability in art and literature, investigate and critique current systems of care as they relate to self-determination and inclusion, analyze the role of poverty and work, explore disability as it intersects with race and gender, and learn about disability in a global context.

DSSV 605 - Legal Aspects of Disability Services (3 credits)
Pre/Corequisite: DSAB 601
This course will review the requirements of the Americans with Disabilities Act as interpreted by the Office of Civil Rights, IDEA and the Rehabilitation Act of 1973. Additional issues related to FERPA, HIPAA and the right to privacy are also explored and analyzed, and specific case examples will be offered.

DSSV 606 - Assistive Technology in Higher Education (3 credits)
Pre/Corequisite: DSAB 601
This course examines assistive technology (AT) in higher education for students with disabilities, including hardware and software for students with learning, visual, sensory and physical disabilities. Students will learn about the use of screen readers, captioning, interpreting services, audio description, voice recognition software, eBooks, alternative formats, accommodations for STEM coursework, and emerging resources. Students will become familiar with a variety of assistive supports and the uses and drawbacks of each.
DSSV 607 - Higher Education Disability Service Administration (3 credits)
Pre/Corequisite: DSAB 601
This course examines key issues related to college disability services program administration and the critical role that these programs play in allowing students with disabilities to fully participate in all aspects of college and university life. The course will cover the history of Disability Services in Higher Education, testing, evaluating documentation and determining appropriate accommodations, recordkeeping, dealing with foreign languages, assessing equipment and office needs, budgeting, building relationships with faculty and administration, training college faculty and staff, working with affiliated programs, governmental agencies, external constituents, and related organizations, program development and evaluation.

DSSV 608 - Neurodiverse Students in College (3 credits)
Pre/Corequisite: DSAB 601
Many students requesting accommodations in higher education settings have learning disabilities, while increasing numbers have attention deficit disorder/attention deficit hyperactivity disorder, traumatic brain injury, or autism spectrum disorders. This course will emphasize supporting students with learning disabilities, but will also enable course participants to explore a variety of issues related to students who have difficulty learning in traditional classrooms and formats. Topics will include the transition experience of students with learning disorders, interpreting educational assessments, understanding the spectrum of learning disabilities and the need for accommodations, and collaborating with faculty to support student success.

DSSV 699 – Disability Services Capstone Course (3 credits)
Prerequisite: Permission of the Academic Director
All students will complete a capstone project under the direction of a faculty mentor to enable students to apply and integrate their learning throughout the degree program. The capstone experience could include an internship or field practicum, research project or the development of an ePortfolio.

Electives (Twelve Credits)

DSSV 617 - Universal Design in Higher Education (3 credits)
Pre/Corequisite: DSAB 601
This course introduces basic concepts, issues, approaches, strategies, beneficiaries, and resources with regard to the universal design of instruction, technology, physical spaces and student services for the purpose of making educational products and environments accessible to all students, including English language learners and students with disabilities.

DSSV 618 - Emerging Populations (3 credits)
Pre/Corequisite: DSAB 601
This course will explore issues related to the needs of new groups of students needing support, including students on the autism spectrum, veterans, international students with disabilities, students with traumatic brain injury, and students with developmental disabilities, including learning disabilities.

DSSV 619 - Accommodations Outside the Classroom (3 credits)
Pre/Corequisite: DSAB 601
When students with disabilities apply to college their first concern is to make sure they receive the necessary accommodations for their academic classes. Secondary to the academic accommodations are the out of classroom accommodations which may be just as important in order to provide access campus wide. This course will cover issues related to providing accommodations in a variety of on-campus venues and co-curricular activities.

DSSV 625 - Supporting Students with Psychiatric Disabilities (3 credits)
Pre/Corequisite: DSAB 601
This course will explore the definitions of psychiatric disabilities and explore the stigma associated with mental health issues. Also included will be commonly used medications, determining needed accommodations, threat assessment and
DSAB 605 - Disability and Diversity (3 credits)
*Pre/Corequisite: DSAB 601*
This course focuses on disability as a category of diversity and identity in comparison with other categories of diversity and identity, such as race, class, gender and ethnicity, as well as on diversity within disability. It also critically examines different strategies that may be used to increase the freedom or liberty of people with disabilities. Disability as culture will be explored, as will systems of exclusion or disadvantage as they intersect with disability and other categories of diversity.

DSSV 651 - Special Topics in Disability Services (3 credits)
*Pre/Corequisite: DSAB 601*
This course will offer the opportunity to study special topics within the scope of Disability Services in Higher Education. Topics may vary from semester to semester and could include in-depth study of the needs of one population of students with disabilities; in-depth study of one facet of Disability Service provision; case studies of student experiences with accommodations; or other topics related to the degree.

DSSV 649 - Independent Study in Disability Services (3 credits)
*Prerequisite: Permission of the Academic Director*
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Additional electives offered in the MA in Disability Studies may be substituted for those listed above with permission of the Academic Director.
# Learning Outcomes by Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Meets Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSAB 601</td>
<td>Psychosocial, Cultural and Political Aspects of Disability</td>
<td>X</td>
</tr>
<tr>
<td>DSAB 605</td>
<td>Legal Aspects of Disability Services</td>
<td>X</td>
</tr>
<tr>
<td>DSSV 606</td>
<td>Assistive Technology in Higher Education</td>
<td>X X X X X</td>
</tr>
<tr>
<td>DSSV 607</td>
<td>Higher Education Disability Services Admin</td>
<td>X X X</td>
</tr>
<tr>
<td>DSSV 608</td>
<td>Neurodiverse Students in College</td>
<td>X</td>
</tr>
<tr>
<td>DSSV 699</td>
<td>Capstone Course</td>
<td>X</td>
</tr>
<tr>
<td>DSSV 617</td>
<td>Universal Design in Higher Education</td>
<td>X X</td>
</tr>
<tr>
<td>DSSV 618</td>
<td>Emerging Populations</td>
<td>X X X</td>
</tr>
<tr>
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<td>Accommodations Outside the Classroom</td>
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<td>DSSV 625</td>
<td>Supporting Students with Psychiatric Disabilities</td>
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<td>Disability and Diversity</td>
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<td>DSSV 649</td>
<td>Independent Study in Disability Services</td>
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<tr>
<td>DSSV 651</td>
<td>Special Topics in Disability Services</td>
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## Learning Outcome #

1. Analyze disability experience, both individual and social, and describe models commonly used to frame disability
2. Explain requirements of applicable laws to students with disabilities and apply legal frameworks and principles used to determine compliance and provide access in a higher education setting
3. Describe commonly employed forms of assistive technology and the use of each
4. Describe the function of a campus Disability Service office and its associated tasks and practices
5. Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them
6. Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services
7. Describe the needs of emerging populations of students - including veterans, students on the autism spectrum, students with traumatic brain injury, international students with disabilities, students with intellectual disabilities - and those with multiple disabilities - and design appropriate accommodation strategies for each;
8. Formulate methods of accommodating students – including those who use service animals - in non-classroom settings, including campus facilities such as residence halls, off-campus situations such as study abroad programs and co-curricular activities such as clubs, student organizations, athletic clubs and sporting events
9. Explain the needs of students with psychiatric diagnoses, challenges they may experience in college and types of accommodations that support their academic success
10. Describe the major factors contributing to inequality impacting people with disabilities, including race, gender, socioeconomic status, ethnicity and health opportunities
11. Engage in advanced critical thinking, speaking and writing about the role of a Disability Service professional in advancing social justice and accessibility in higher education
Academic Policies

The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to plagiarism, through several mechanisms:

- **Clearly worded policy statement**: The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the CUNY School of Professional Studies and published in the School’s website, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies**: In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified.

- **Online course identity verification**: All students in the online instruction offered by CUNY SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. This secure login is a student's only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard’s extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

- **Characteristics of online courses at CUNY SPS**: We know from the tracking features in Blackboard that students in online courses average 9-12 hours a week in the site of each course they take. Much of the time in the site is also on-task, not just reviewing course content, but contributing to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called “social presence” -- a composite impression of their interests, abilities, and “voice” created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing in writing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student's work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to spot any violations of academic integrity. The smaller class sizes – no more than 25 students per class – enhance this effect.

- **Teaching practices and training**: Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty will require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a “stand in.” Public course discussion forums provide another device that establishes each student's narrative voice which is hard for someone else to reproduce. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students' written work with a very large database of previously published work and highlights sections.
that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty do give exams, the questions will be open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work. Further, faculty have the ability to have test questions automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

Faculty

The Concept Paper for the proposed degree was shared widely with existing Disability Studies faculty, employees of the Disability Services offices at CUNY, and outside experts. Comments and suggestions were incorporated into the Concept Paper prior to its being submitted for review to the CUNY SPS Curriculum Committee. Possible faculty were then located and consulted on the program development as they developed syllabi to ensure a cohesive program that equips graduates with the requisite skills to succeed.

A chart summarizing the qualifications and experience of faculty is included in the Appendix. Faculty who helped to develop the program are all experienced in providing accommodations to students with disabilities, although they represent various disciplines including Clinical Psychology, Special Education, Disability Studies, Education and Law.

Faculty Development

Faculty new to teaching online and/or with CUNY SPS are required to attend CUNY SPS’ “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

Provided by CUNY SPS’ Office of Faculty Development and Instructional Technology, this two-week, asynchronous, instructor-facilitated workshop is designed to prepare faculty for teaching online and/or hybrid classes. The workshop models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching online and hybrid courses, as well as organization and management of an online class. It also provides an opportunity for faculty to become more familiar with the environment of the Blackboard LMS from both a student and instructor perspective. The total time on task is estimated at an average of 10 hours for participants. There are no face-to-face meetings required, however, additional assistance (in person or online) is available.

This foundational workshop has the following objectives, expressed in terms of outcomes for faculty participants:

- To gain first-hand experience in and appreciation of the needs of an online learner;
- To become familiar with the basic operations and features of a Blackboard classroom from both student and instructor perspectives;
- To identify the salient differences and requirements between face-to-face, hybrid and fully online courses;
- To identify some widely accepted best practices for online and hybrid teaching;
- To apply to one’s own course the necessary instructional design, organizational and facilitation skills, and overall communication strategies as modeled in the certification workshop;
- To reflect on past teaching approaches and begin to devise likely strategies for effective assignments and assessments;
- To demonstrate basic competencies in producing the essential elements of an online syllabus and schedule, creating an effective announcement, and providing an ice-breaking introductory topic;
- To design engaging discussion prompts that will result in active discussion and stimulate critical thinking;
• To share ideas concerning online and hybrid teaching with CUNY colleagues within an online community of learners; and
• To become familiar with templates and processes needed in order to be ready to teach online.

CUNY SPS’ Office of Faculty Development and Instructional Technology (OFDIT) also provides online tutorials and resource materials, as well as one-to-one assistance, for CUNY SPS faculty.

The proposed M.S. will also take advantage of CUNY SPS’ Faculty Peer Mentoring (FPMP) for instructors hired to teach in the program online. FPMP is a research-based, formal peer mentoring program, pairing an experienced faculty member with new CUNY SPS faculty for the period of one semester. An essential element of this program is that the peer mentor does not serve in any supervisory or evaluation role in relation to his/her mentee. The program, facilitated by OFDIT, is designed to provide new faculty with the appropriate learning models and skills to teach online effectively at CUNY SPS, offer social and informational support for new faculty, strengthen new faculty members’ connections to the online faculty community at CUNY SPS, and to help bridge the gap between initial orientation or training in Blackboard and online teaching and actual management of one’s own online course.

The program features a Mentoring Manual for Mentors and Mentees that provides detailed information on procedures, expectations, and a schedule for each stage of the semester along with suggestions for fostering a rewarding mentoring relationship. All forms and guidelines in the Manual focus on best practices for online teaching and the process of self-reflection to improve one’s teaching.

Cost Assessment

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Support Services and Resources

In delivering resources to students in the M.S. in Disability Services in Higher Education, CUNY SPS will build on its current infrastructure, which supports six graduate degrees (two fully online and four in-class), ten undergraduate degrees (eight fully online and two in-class), and a portfolio of credit and noncredit certificate programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS currently has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

1. Academic Advisement: A dedicated advisor for the MS in Disability Services in Higher Education will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester; this ongoing contact ensures that there are sufficient informal opportunities to discuss
academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.

2. **Instructional Technology**: The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

Students are required to complete a two-week online orientation designed to ensure an applied, experiential knowledge of the learning management system and the highly interactive pedagogy practiced by CUNY SPS online programs.

The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 8am until 9pm weekdays, and all day on Saturdays. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions and advisement, registration, and grade reporting, which are all available online or in-person. Web-based tools like Live Person and GoToAssist, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. The only direct costs to this program are costs related to accessibility, assistive technology, and universal design for students with disabilities. Expenses other than personnel include the library, equipment, software and services, marketing, supplies, and capital expenditures. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library**: Library support will be robust. The School of Professional Studies partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

4. **Writing Support and Tutoring**: Online writing and tutoring support in a wide array of subject areas is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

5. **Career Services**: The School of Professional Studies' Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. For the MS degree proposed here, this Office would be a partner in arranging internship experiences for students who would like to explore this opportunity. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix
of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.

Further information about student services is available through the website, FAQ's, Virtual Campus, and program brochure. In addition, anyone seeking information about programs and services at the School of Professional Studies can contact an inquiry specialist or an advisor at 212-652-CUNY (2869) or information@sps.cuny.edu.

Program Evaluation

Governance and Oversight
The Governing Plan of CUNY SPS requires the appointment of the academic director of each degree program to serve on the Governing Council. In addition, each program will have appointed to the Governing Council full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms. This ensures that each program has representation on the school's Governing Council.

Program Oversight
Oversight of the program will be led by the Dean of CUNY SPS, the Associate Deans, the Academic Director, and appointed faculty for the program.

The Academic Director, along with program faculty, will be required to create, and maintain, a curricular map for assessment. The curricular map will include:
- Course objectives/learning outcomes;
- Activities within the course that allows a student to meet a learning objective or demonstrate a competency;
- Assessment tools/mechanisms to be used to assess the learning objectives;
- Program learning outcome(s) satisfied by each course, and;
- Program goal(s) satisfied by each course.

The Academic Director will develop an assessment schedule that will identify when each course and/or learning outcome will undergo a comprehensive assessment. The curricular map along with the assessment schedule will serve as the blueprint by which the program will be evaluated.

Data gathered from assessment exercises, along with data on retention, progress toward degree, degree completion, and post-baccalaureate outcomes such as job placement, graduate school admission, and student performance on credentialing examinations will be tracked as key indices of program success.

An annual program assessment report, produced by the Academic Director and faculty, will include an outcomes assessment analysis and will highlight the program's success. In addition, the report will discuss areas needing improvement and plans for addressing them.

Instructor Performance
Consistent with the practice of other CUNY SPS programs, the program will track instructor effectiveness closely. For courses taught online, each instructor's readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor—online or in-person—will have his
or her course and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.

**External Evaluation**

External evaluations were conducted by:

- Noam Ostrander, Ph.D., LCSW, Chair, Department of Social Work, DePaul University, Chicago, IL, 60604.
- Joseph Plutz, M.A., Director, Office of Disability Services, Fashion Institute of Technology, New York City.

The evaluation reports are including in the appendix.
References

AHEAD: Program Standards and Performance Indicators, retrieved from:


Course Syllabi
Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Accommodations Outside the Classroom (DSSV 619)
Type of Course: Elective
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
When students with disabilities apply to college their first concern is to make sure they receive the necessary accommodations for their academic classes. Secondary to the academic accommodations are the out of classroom accommodations which may be just as important in order to provide access campus wide. This course will cover issues related to providing accommodations in a variety of on-campus venues and co-curricular activities.

Learning Outcomes/Objectives:
By the end of the course, students will be able to:

- Describe and analyze the structure of the college campus Disability Service Office in accessing co-curricular accommodations and how best to work with on-campus and off-campus resources and entities
- Explain the requirements for documentation as it applies to out-of-classroom settings
- Describe the legal implications of the use of service animals as they affect accommodations
- Identify specific areas/activities on campus that require access or support, and design strategies to increase access to a wide range of venues and co-curricular activities
- Examine how technology impacts out-of-classroom access and determine how to accommodate technology needs in these settings

Students will be required to:

- Participate in online discussions
- Conduct mini-field projects using local community resources and post results
- Develop and submit several papers, including a substantive final paper
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
Students will be able to:

- Explain requirements of applicable laws and apply legal frameworks and principles used to determine compliance and provide access in a higher education setting
- Formulate methods of accommodating students – including those who use service animals - in non-classroom settings, including campus facilities such as residence halls, off-campus situations such as study abroad programs and co-curricular activities such as clubs, student organizations, athletic clubs and sporting events
- Describe the functions of a Disability Service office and its associated tasks and practices

Course Grading:
Opening Personal Statement 5%
Class Participation in Discussions 35%
(Includes 5 of 6 field activities, 3 points each, to be reported/discussed on Blackboard)
Field Project 20%
Response/Reaction Papers 10%
Final Paper 25%
Closing Personal Statement 5%
100%
Grading Scale:

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I. Opening Personal Statement (5 points)
Tell me why you are interested in disability services, what other related courses you have taken, what your expectations are of this course, what your experience has been with disability services either in high school or higher education.
Length: 2 pages

II. Class Participation/Discussion (35 points)
Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.

There are 6 suggested projects for some class modules so that students can research issues in more depth and gain experience with common access issues. Students are required to complete 5 of these 6 projects and report their findings on Blackboard. These projects are graded at 3 points each. These can be used to frame discussion board questions, or can be incorporated into response papers.

III. Field Project: (20 Points)
You will be required to review and assess a local college’s disability support website as if you are a prospective student. You should be looking at the content for student accommodations outside of the classroom, decide if the site is user friendly/accessible, if it is clear whom to contact for more information, etc. Come up with a list of 5 questions you have about the site and then contact that school’s disability services office to set up a time to speak to the coordinator/director to ask those questions. This is preferred to be done in person so you can assess the physical space of the office; however, a telephone conversation is acceptable too. You will identify yourself as a student in a master’s program at CUNY SPS and are working on a research project. Professionalism is extremely important. You will then write a response to your findings. This must be completed by the 7th week of the semester. Length 3-4 pages.

IV. Weekly Response/Reaction Papers (10 Points)
Between weeks 3 and 12 students are required to turn in a one page response/reaction paper to the current week’s readings. The paper can either be a response to something specifically mentioned in the reading that you related to or a reaction to something you read that interested, angered or confused you. Length: 1 page

V. Final Paper (25 points)
A research paper will be due during the thirteenth week of the semester. This paper can be on any topic you wish as long as it is within the scope and nature of the course. A topic proposal must be submitted and approved prior to writing the paper. A timeline of due dates will be given for you to follow to make sure you are staying on track. Length: 10-12 pages.
VI. Closing Personal Statement (5 points)
Tell me how your perception of higher education accommodations has changed from the start of the course. Which parts of the course influenced you the most? What aspects of the course influenced your thinking the least?

Required Text:

Beyond the Americans with Disabilities Act: Inclusive Policy and Practice for Higher Education
NASPA-Student Affairs Administrators in Higher Education, 2014
Editors: Mary Lee Vance, Neal E. Lipsitz and Kaela Parks
Contributing Authors: Paul D. Grossman; Jean Ashmore; Devva Kasnitz; Sheeryl Burgstahler; Rachel Luna; Gaeir Ditrich; John D. Mikelson; Tom L. Thompson; Lorraine E. Wolf; Jane Thierfeld Brown; Scott N. Friedman; Eileen Connell Berger; Kaela Parks; Christie Gilson; Jamie Axelrod; Jennifer L. DelRey; Diane Ciarletta; Verónica L. Porter; Marcie Shaffer; Matthew Springer; Edwin A. Coolbaugh, II; Michele Scheib; Cerise Roth-Vinson; Bea Awoniyi; Robyn L. Hudson; Steven M. Janosik; Karen Bishop Morris; Jacquelyn Bustos; Dhanfu E. Elston.

The following articles will be distributed on Blackboard:


U.S. Department of Education, Resolution Agreement with State University of Potsdam. (2011)


Wendy Kowalczyk, Associate Council, State Univeristy of New York, Powerpoint. *Service and Assistance Animals on Campus*.


United States of America, Resolution Agreement with Lesley University. (2012)


The National Collaborative on Workforce & Disability for Youth and the Workforce Strategy Center. *Career-Focused Services for Students with Disabilities at Community Colleges*. (2009)

Dugan, Nancy, Margo Izzo, Ginny Knowlton, and Alexa Murray. (2009) *Coordinating Internships for Students with Disabilities*. The Ohio State University Partnership Grant


Class Schedule:

**Week 1 – Introduction - Why the need for a disability services office**

Beyond the Americans with Disabilities Act. Chapter 1

**Week 2 – Models of disability and how they frame access issues out of the classroom**


Beyond the Americans with Disabilities Act. Chapter 2

**Opening Personal Statement Due**

**Week 3 – Documentation as it affects out of classroom access**


Beyond the Americans with Disabilities Act. Chapter 8

**Response/Reaction Paper #1 Due**

**Week 4 – Campus Technology**

Beyond the Americans with Disabilities Act. Chapters 4 & 5

**Response/Reaction Paper #2 Due**

**Week 5 – Residential Life and living in the dorms**

U.S. Department of Education, Resolution Agreement with State University of Potsdam. (2011)

Beyond the Americans with Disabilities Act. Chapter 15

**Activity**: Contact the residence department of a local college or university (visit if possible). Are all the dorms accessible, and if not, which are and which are not? Do access issues pose an issue for students with disabilities? Discuss your findings on Blackboard.

**Response/Reaction Paper #3 Due**

**Week 6 – Service/Support Animals**


Wendy Kowalczyk, Associate Council, State University of New York, Powerpoint. *Service and Assistance Animals on Campus*.

**Response/Reaction Paper #4 Due**

**Week 7 – Cafeteria/Dining Halls**

United States of America, Resolution Agreement with Lesley University. (2012)

**Suggested activity:** Visit a campus dining hall to view accessibility issues, if any. Report your findings on Blackboard

**Response/Reaction Paper #5 Due**  
**Field Project Due**

**Week 8 – On campus activities, lectures, pre-college programs**

Beyond the Americans with Disabilities Act. Chapter 9

**Activity:** Review any college web site and review the campus sites for other on campus activities not related directly to students (i.e. guest lectures, symposiums, arts & entertainment, etc.) to see if there is any direction for people with disabilities. Discuss your findings on Blackboard.

**Response/Reaction Paper #6 Due**

**Week 9 – Athletics, Clubs and Organizations**


Beyond the Americans with Disabilities Act. Chapter 14

**Activity:** Contact a local campus with an athletic program to discuss accommodations for students with disabilities. Post your findings and questions raised on Blackboard.

**Response/Reaction Paper #7 Due**

**Week 10 – Study Abroad**

Beyond the Americans with Disabilities Act. Chapter 16 & 17

**Activity:** Review any college web site and review the campus study abroad sites to see if there is any direction for students with disabilities. Are the laws for students with disabilities for other countries listed? Discuss your findings on Blackboard.

**Response/Reaction Paper #8 Due**

**Week 11 – Transportation/Accessibility**


**Activity:** Contact a local campus or review the web site to determine transportation access for individuals with disabilities. Is the campus in an urban setting, and if so, is the transportation system accessible to students with disabilities? In more rural campus settings, does the campus transportation system accommodate disabled students, and how? Discuss your findings on Blackboard.

**Response/Reaction Paper #9 Due**

**Week 12 – Internships/Career Readiness**

Beyond the Americans with Disabilities Act. Chapter 13
Response/Reaction Paper #10 Due

Week 13 – Campus Resources – Health Services, Counseling, Tutoring, Financial Aid

Beyond the Americans with Disabilities Act. Chapter 10

Activity: Review any college web site and review the campus resource office sites (i.e. Health Services, Counseling Center, Tutoring, Financial Aid, etc.) to see if there is any direction for students with disabilities. Discuss your findings on Blackboard.

Final Paper Due

Week 14 – Conduct/Disciplinary Concerns

Beyond the Americans with Disabilities Act. Chapter 18

Week 15 – Changing Attitudes

Beyond the Americans with Disabilities Act. Chapters 3 & 20

Closing Personal Statement Due

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:
http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
http://sps.cuny.edu/student_resources/
Course Name and Number: Assistive Technology in Higher Education (DSSV 605)
Type of Course: Required
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
This course examines assistive technology (AT) in higher education for students with disabilities, including hardware and software for students with learning, visual, sensory and physical disabilities. Students will learn about the use of screen readers, captioning, interpreting services, audio description, voice recognition software, eBooks, alternative formats, accommodations for STEM coursework, and emerging resources. Students will become familiar with a variety of assistive supports and the uses and drawbacks of each.

Learning Objectives
At the end of the course, students will be able to:
• Provide a definition of assistive technology
• Articulate the laws and regulations that impact AT in higher education
• Describe the AT referral and evaluation process
• Differentiate AT based on a student's specific needs
• Develop strategies for working with students that are transitioning to college
• Explain the role of professionals in determining and providing AT accommodations
• Develop strategies for advising faculty and campus staff on campus-wide use of AT
• Create a vision for institutional best practices in AT, incorporating it into campus policy
• Assess and choose the AT tools needed by a campus office of student disabilities
• Learn how AT hardware/software can be supported by state and federal initiatives

Students will be required to:
• Prepare an Assistive Technology guide
• Participate in a team project
• Participate in weekly online discussions
• Develop and prepare an individual research project

Program Learning Outcomes Addressed by this Course:
• Describe commonly employed forms of assistive technology and the use of each
• Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services
• Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them

Course Grading and Requirements:
Discussions, exercises, reflective writing assignments, and a team project aimed at developing skills in critical thinking and analysis.

Grading:
20% - Individual paper: Assistive Technology Guide for Hypothetical University
You are the Director of Disabilities for Hypothetical University. You've been asked by the Provost, your boss, to draft an Assistive Technology Guide for faculty, instructors, and tutors across the University. The
The purpose of this document is to share with staff what is available for students and how they can/should interact with students who have AT accommodations.

The Provost has requested the document be 10-15 pages, double-spaced. He also noted it may include the following sections:

- Why services are provided to post secondary students with disabilities
- Responsibilities of faculty members
- How university decisions are made regarding appropriate accommodations
- How the university supports student accommodations
- Types of AT services provided for students with disabilities, including print disabilities, vision disabilities, hearing disabilities, and intellectual disabilities
- Examples of academic accommodations for certain situations
- Universal design

20% - **Team project**: The team projects are to be completed in groups of two students. One participant takes the role of a post secondary student with a disability. The other participant takes the role of the Director of the Office of Student Service. The student who takes the role of a post secondary student with a disability must create a disability scenario of his/her choice. For example, he/she may choose to be an incoming freshman who has an IEP, 504 Plan, and a recent AT Evaluation and is seeking services such as digitization of his/her textbook. The Director of Education must document how he/she and the university will address the needs of the student. This project should be no more than 10 pages in length, double-spaced; each section should be approximately five pages double-spaced.

40% - **Class Participation**:
- 20 discussion board assignments addressing the learning objectives described above
- 10 reflective journaling assignments
- 10 posts to class wiki

20% - **Your choice, final project on assistive technology in higher education**:
The field project is a project on a specific topic in the area of assistive technology in higher education that interests you. By Week 8, you must send a proposal/outline to the Professor. The outline should be in a traditional format (Roman numerals, letters, numbers, bullets) and include the topic you wish to write about, and areas you plan to address in your paper. In addition, you must include four potential research sources in your outline.

**Grading Scale**:

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**Text(s):**

Course Outline:

Week 1: **Introduction to the course, instructor, and students; course overview**

Week 2: **What is Assistive Technology?**
  - The legal basis for AT
  - Brief history

  **Assignment**
  1. Read *Assistive technology in the classroom*, Chapter 1
  2. Read *E-Learning and Disability in Higher Education*, Chapters 1 and 2

Week 3: **College Transition and Assistive Technology; K-12 to postsecondary education**
  - Transition from high school to college
  - Challenges students with disabilities face in college
  - The importance of transition planning

  **Assignment**
  1. Read *Assistive Technology in the classroom*, Chapter 14

Week 4: **Disability and reasonable accommodation in higher education**

  **Assignment**

Week 5: **Assistive Technology Evaluation process**
  - Understand the evaluation process for students that were evaluated in high school
  - Learn about different types of AT assessments and evaluations
  - Gain specific knowledge on the Lifespace Access Profile

  **Assignment**
  1. Read *Assistive technology in the classroom*, Chapter 9
  2. Read “Evaluation Comparison” worksheet (online)

Week 6: **Determining accommodations for students with Print Disabilities**
  - Understand problems that students with print disabilities encounter
  - Learn about technology tools that support the writing process and note-taking
  - Gain knowledge on tools to address reading challenges

  **Assignment**
  1. Read *Assistive technology in the classroom*, Chapters 2, 3

Week 7: **Determining accommodations for students with Low Vision and Blindness**
  - Learn about alternative output options such as screen magnification, screen readers, refreshable Braille, and Braille embossers

  **Assignment**
  1. Read *Assistive technology in the classroom*, Pages 201-204

Week 8: **Determining accommodations for students that are Deaf and Hard of Hearing**
- Learn about problems that students who are deaf or hard of hearing have with communication
- Understand technology tools that address communication problems

**Assignment**
1. Final project proposal/outline due
2. Read Assistive technology in the classroom, Pages 139-148
3. Read Faculty Handbook for Working with Students that are Deaf and Hard of Hearing,
   <http://www.saic.edu/media/saic/pdfs/lifesaic/academicadvising/dlrc_fachandbook_deaf.pdf>

Week 9: **Determining accommodations for students with Physical Disabilities**
- Learn about low-tech adaptations for computer use such as keyboard labels, selecting/pointing devices, keyguards, and moisture guards
- Understand alternate inputs such as trackballs, joysticks, touchscreens, head-pointing systems, and eyegaze systems
- Learn about alternate inputs such as modified keyboards

**Assignment**
1. Read Assistive technology in the classroom, Pages 175-197
2. Individual paper due

Week 10: **Online learning for students with disabilities**
- Learn about technology use and access in post-secondary students with disabilities
- Understand factors that influence technology use in post-secondary students with disabilities
- Learn from stakeholder perspectives (students with disabilities and instructors)

**Assignment**
1. Read Equal Access, Universal Design of Distance Learning
   <https://www.washington.edu/doit/Brochures/PDF/equal_access_uddl.pdf>
2. Read E-Learning and Disability in Higher Education, Chapters 8, 9

Week 11: **Strategies for instructor and staff development and accommodation**

**Assignment**
1. Read E-Learning and Disability in Higher Education, Pages 56-70; Chapter 10

Week 12: **Campus implementation of Assistive Technology**

**Assignment**
1. Read E-Learning and Disability in Higher Education, Pages 70-74; Chapters 3, 6

Week 13: **Assistive Technology and Universal Design**
- Learn about UDL through multiple means of representation
- Understand UDL through multiple means of action and expression
- Learn about UDL through multiple means of engagement

**Assignment**
1. Read E-Learning and Disability in Higher Education, Chapter 11
2. Read Assistive technology in the classroom, Chapter 4
Week 14: **Transition from college to employment**

**Assignment**
1. Read *Universal Design and Assistive Technology as Workplace Accommodations* [online](http://askjan.org/research/JANUDATWhitePaper.doc)
2. Team project due

Week 15: **Summary of course and wrap-up**

**Assignment**
1. Read *E-Learning and Disability in Higher Education*, Chapter 13
2. Field project due

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CUNY School of Professional Studies

Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Disability Services Capstone Course (DSSV 699)
Type of Course: Required
Credits: 3 graduate credits
Prerequisite: Permission of the Academic Director

Course Summary:
All students will complete a capstone project under the direction of a faculty mentor to enable students to apply and integrate their learning throughout the degree program. The Capstone experience could include an internship or field experience, research project or the development of an ePortfolio.

Student Learning Outcomes:
At the end of this course, students will be able to:
• Demonstrate their knowledge of subjects and skills in the field of disability service provision
• Describe and analyze the major issues related to providing accommodations for students with disabilities
• Originate and complete a project, paper, ePortfolio or practicum that integrates their learning

Students will be required to:
• Consult closely with a faculty mentor throughout the semester to develop a capstone project, paper, experience or ePortfolio
• Assume a degree of independence and self-direction in carrying out the capstone project

Program Learning Outcomes/Competencies addressed by the course:
• Analyze disability experience, both individual and social, and describe models commonly used to frame disability experience
• Engage in advanced critical thinking, speaking and writing about the role of disability service professionals in advancing social justice and accessibility in higher education.

Course Grading and Requirements:

Grades will be based on the following:
Overall quality of written work, ePortfolio design, or summary of field/internship experience 50%
Timely submission of periodic drafts as determined with faculty mentor 25%
Contribution to the field of Disability Service provision 25%

Grading Scale:

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Readings and course outline to be determined based on the nature of the individual capstone project.
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http://sps.cuny.edu/student_services/disabilityservices.html

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Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Emerging Populations (DSSV 618)
Type of Course: Elective
Credits: 3 graduate credits
Prerequisite: DSAB 601

Course Summary:
Emerging Populations will explore issues related to the needs of new groups of students needing support, including students on the autism spectrum, veterans, international students with disabilities, students with traumatic brain injury, and students with developmental disabilities, including learning disabilities.

Course Learning Outcomes:
By the end of the course, students will be able to:
- Describe the new patterns of disabling conditions and the unique challenges they present for disability support providers
- Create strategies to facilitate success for students with disabilities by demonstrating that these students are valuable and essential to campus diversity
- Interpret the lived experience of students with disability through the review of first person accounts and participant studies
- Explain the barriers to higher education faced by students with disabilities
- Develop proactive approaches to making courses inclusive of all potential students, including those with disabilities

Students will be required to:
- Read and discuss course material weekly
- Write and submit three short written response papers
- Research and write a final paper

Program Learning Outcomes/Competencies addressed by the course:
- Describe the needs of emerging populations of students - including veterans, students on the autism spectrum, students with traumatic brain injury, international students with disabilities, students with intellectual disabilities - and those with multiple disabilities - and design appropriate accommodation strategies for each;
- Explain the needs of students with psychiatric diagnoses, challenges they may experience in college and types of accommodations that support their academic success
- Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services
- Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them

Course Grading and Requirements:
Reading Response Papers (3) 300 points (100 points each)
Blackboard Posts (13) 260 points (20 points each)
Discussion Leader (1) 120 points (1 time)
Final Paper (1) 320 points (1 paper)
Grading Scale:

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Required Texts:


Other Required Materials: All other required readings will be made available through Blackboard

Course Outline:

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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<td>1</td>
<td>What are Emerging Disabilities</td>
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<td>Perceptions and Barriers</td>
<td>5-8</td>
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<td>Intellectual Disabilities</td>
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<td>7</td>
<td>Veterans</td>
<td>24-27</td>
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<td>8</td>
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<td>28-31</td>
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<td>Psychological Disabilities</td>
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<td>37-41</td>
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<td>11</td>
<td>International Students and Study Abroad</td>
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<td>12</td>
<td>Culturally and Linguistically Diverse Students</td>
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<td>Universal Design</td>
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Week 1:


Week 2:


Week 3:


Week 4:


Week 5:


Week 6:


Week 7:


Week 8:


Week 9:


36. Eleanor Longden. The Voices in My Head. TED Talk
http://www.ted.com/talks/eleanor_longden_the Voices in my head

Week 10:


41. Elyn Saks: A tale of mental illness — from the inside. TED Talk.
http://www.ted.com/talks/elyn_saks Seeing mental illness

Week 11:


45. Ritchie, Megan (2013). Advising International Students with Disabilities. NAFSA Association of International Educators. [www.nafsa.org/Find_Resources/Publications/Periodicals/Epublications/Advising_International_Students_with_Disabilities/](http://www.nafsa.org/Find_Resources/Publications/Periodicals/Epublications/Advising_International_Students_with_Disabilities/)


Week 12:


Week 13:


Week 14:


Week 15:

Complete Final Paper

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Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Higher Education Disability Services Administration (DSSV 607)
Type of Course: Required
Credits: 3 graduate credits
Pre/CoRequisite: DSAB 601

Course Summary:
This course examines key issues related to college disability services program administration and the critical role that these programs play in allowing students with disabilities to fully participate in all aspects of college and university life. The course will cover the history of Disability Services in Higher Education, testing, evaluating documentation and determining appropriate accommodations, recordkeeping, dealing with foreign languages, assessing equipment and office needs, budgeting, building relationships with faculty and administration, training college faculty and staff, working with affiliated programs, governmental agencies, external constituents, and related organizations, program development and evaluation.

Learning Objectives:
Upon completion of this course, students should be able to:
- Describe the population of students with disabilities attending U.S. colleges and universities;
- Analyze the legal context that governs that ensures and defines the rights of persons with disabilities in postsecondary education;
- Explain the process by which Reasonable Accommodations and Academic Adjustments are determined; and
- Explain the challenges students with differing disabilities encounter in the higher education setting and the factors that lead to successful educational and employment outcomes.
- Analyze key dimensions of successful higher education disability program administration

Students will be required to:
- Participate in weekly discussions and respond to classmates’ memos and powerpoint presentations by posting to the Discussion Board
- Prepare a 10-15 page final paper
- Develop a PowerPoint presentation summarizing the topic for students’ final paper
- Prepare three memos

Program Learning Outcomes Addressed by the Course
Students will be able to:
- Explain requirements of applicable laws and apply legal frameworks and principles used to determine compliance and provide access in a higher education setting
- Describe the functions of a Disability Service Office and its associated tasks and practices
- Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services

Texts
Readings are assigned as indicated under the individual class sessions; these readings may be found online by following the provided link.
Course Requirements and Grading Criteria
Participation in weekly online discussions about class material by posting to discussion board responding to weekly questions – 30%

PowerPoint presentation summarizing your selected paper topic, posted online - 15%

Three Memos, each three pages in length, based on in-class discussion topics; topics will be assigned by the instructor throughout the semester – 30%

A 12-15 paper, including a literature review on a selected topic related to disabilities and higher education (topic must be approved by Instructor) – 25%

All Memos and PowerPoint presentations may be distributed to the entire class as they are intended to contribute to class discussion. Therefore, Memos and Presentations not submitted in a timely manner will receive a 1/3 grade penalty per week they are late.

Course Grading and Requirements:

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Week 1: Paradigms of Disability, Paradigms of Service
Introductions to the Course and to each other

Discussion: What are the key paradigms of disability in contemporary American culture and how do their underpinning values impact the provision of higher education disability services?

Week 2: “From Beckwith to BU” - The History of U.S. Higher Education Disability Services Offices


Discussion: How does the history of postsecondary disability services offices in the U.S. shape the present structure, understanding, and vision for the future of higher education disability services?
**Week 3: Profile of Students with Disabilities in Higher Education**

**Discussion:** What are current enrollment trends for college students with disabilities and what are the implications of these trends for college disability services offices readiness to meet the needs of the students with disabilities approaching them for accommodations and support services?

**Week 4: The Legal Context**

Simon, Jo Anne & Irene Bowen. 2010. *Demystifying the ADAAA, ADAAG, & Other Laws & Regulations - Mid-year Disability Law Update*. AHEAD.

**Discussion:** What are the legal considerations that shape the provision of higher education disability services, how do these considerations differ from those that shape the education of students with disabilities in K-12, and what are the implications of the ADAAA for college disability services programs?

**Week 5: Reasonable Accommodations & the Deliberative Process**

**Discussion:** How does the requirement that disability services professionals, faculty, and students with disabilities themselves be involved in the determination of reasonable accommodations impact the provision of higher education disabilities services? What records need to be maintained? What role do Disability Service offices play in advising or creating campus policies for students with disabilities?

**Week 6: Disability Services Organizational Structure & Fiscal Management**


**Discussion:** How do professional staff and fiscal considerations shape the structure of college disability services offices? What role do professional staff play in creating, managing and seeking funds for disability service offices?

**Week 7: High-Tech, High Stakes: Overview of Assistive Technology and its Pivotal Role in Creating Access to Information and Instructional Technology**

Discussion: What are the leading edge assistive technologies typically used by people with disabilities in the higher education setting? What are the basic elements of an AT needs assessment for students with disabilities? How is AT key to higher education disability services provision? How is AT related to the principles of universal design in the postsecondary setting?

Week 8: Emerging Student Populations and Disability as Diversity


Discussion: What are the challenges and opportunities for college disability services offices in meeting the accommodation needs of emerging populations of students with disabilities? How can disability services offices work to integrate disability into campus understandings of diversity? How do cultural competences around disability impact college disability services work with students with disabilities?

Week 9: From Recruitment to Employment Transition: Enrollment Management & Students with Disabilities

Discussion: How do college disability services offices participate in the enrollment management of students with disabilities – from recruitment, to admission, to retention, to graduation, to transition to careers?

Week 10: The Engagement and Experience of College Students with Disabilities

Low, Jacqueline. 1996. Negotiating Identities, Negotiating Environments: an interpretation of the experiences of students with disabilities

**Discussion:** How do students with disability construct their identities and make meaning of their post-secondary experiences? What can post-secondary institutions do to better engage students with disabilities and effect their identity development and self-efficacy?

**Week 11: Universal Design in Disability Services**


**Discussion:** What are the principles of universal design, how do they impact college participation and learning for college students with disabilities, and what are the challenges and opportunities to college disability services offices in leading their institutions in implementing these principles in all aspects of college life?

**Week 12: Faculty and Staff Development**

**Strategies for Faculty and Staff Development around Disability Issues**

http://eden.rutgers.edu/~nork/SNS/FACULTY%20ATTITUDES%20AND%20STUDENTS%20WITH%20DISABILITIES%20IN%20HIGHER%20EDUCATION.pdf


**Discussion:** How can faculty and staff development around disability issues contribute to a campus “culture of accommodations”? What is the relationship between such training initiatives and the inclusion of disability in the larger notion of campus diversity? How can disability services professionals partner more effectively with career services professionals to promote successful employment transitions for students with disabilities? How can higher education partner with state vocational rehabilitation agencies to support employment transitions for college students with disabilities?
Week 13: Evaluation of Disability Services Programs
Parker, D., Shaw, Stan, McGuire, Joan, Program evaluation for postsecondary disability services, Journal of Developmental Education, 23(1), 2


Discussion: Who and what should be involved in Disability Service evaluation? Students will of compile a list and post of questions and issues to be addressed and post to the discussion board. What would be the most effective way of researching satisfaction with the services provided?

Week 14: Working with Colleagues at Campus Offices and External Constituents

Discussion: How should Disability Service offices relate to other campus offices – for example, health services, counseling, academic affairs, and the offices of teaching and learning?

Week 15: Best Practices & Hot Topics in Higher Education Disability Services (Student Presentations)
Please review all Powerpoint presentations and respond to at least two classmates’s presentations. Responses should be substantive ‘and should identify model best practices (see rubric provided).

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
CUNY School of Professional Studies

Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Independent Study in Disability Services (DSSV 649)
Type of Course: Elective
Credits: 3 graduate credits
Prerequisite: Permission of the Academic Director

Course Summary:
The Independent Study will be taken under the supervision of an instructor. The student will develop a proposal and rationale for the Independent Study, which must be approved in advance by the instructor. The instructor and the student will develop a set of guidelines for the course, including the scope of reading and writing assignments. These guidelines will be submitted to the Academic Director in the form of a course proposal and plan. Students will be limited to one independent study in fulfillment of the elective requirement.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Originate an individualized research project or learning plan approved by and supported by the instructor
- Demonstrate judgment in developing their own objectives and learning goals with the instructor

Students will be required to:
Exercise a considerable about of independence throughout the semester as they execute the learning plan
- Consult at regular intervals with the instructor to review goals and progress

Program Learning Outcomes/Competencies addressed by the course:
Students will be able to:
- Engage in advanced critical thinking, speaking and writing about the role of disability service professionals in advancing social justice and accessibility in higher education

Course Grading and Requirements:
- Grades will conform to the CUNY SPS grading scale for graduate programs.
- Grading criteria will be developed jointly with the student and instructor and will vary.

Grading Scale:

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Course Reading and Other Materials
These will vary, depending on the project or learning plan developed, and will meet the standards for graduate-level study.

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CUNY School of Professional Studies

Program: MS in Disability Services in Higher Education
Course Name and Number: Legal Aspects of Disability Services (DSSV 605)
Type of Course: Required, Graduate
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
This course will review the requirements of the Americans with Disabilities Act as interpreted by the Office of Civil Rights, IDEA and the Rehabilitation Act of 1973. Additional issues related to FERPA, HIPAA and the right to privacy are also explored and analyzed, and specific case examples will be offered.

Course Learning Outcomes:
By the end of the course, students will be able to:
- Explain the requirements for compliance with disability rights laws, such as the Americans with Disabilities Act, IDEA, and the Rehabilitation Act.
- Analyze and solve complex legal scenarios involving accommodations for both students and employees with disabilities.
- Differentiate between the applicability of the various titles of the Americans with Disabilities Act.
- Apply the privacy protections of FERPA and HIPAA to given hypotheticals.
- Interview professionals or consumers in the field to incorporate their perspectives into acknowledging both the “spirit of the law” and legal compliance.
- Examine and discuss emerging issues in disability law, such as assistive technology, international human rights, professional licensing, emergency preparedness, and testing accommodations.
- Map state and local resources that will assist disability service professionals in complying with the law.
- Create a written policy or presentation that will elucidate a complex area of disability law in higher education for a lay audience.

Students will be required to:
Participate in weekly online discussions
- View online videos
- Write several response papers to the class reading
- Pass three quizzes on the class material
- Prepare a written paper or class presentation.

Program Learning Outcomes addressed by the course:
Students will be able to:
- Explain requirements of applicable laws and apply legal frameworks and principles used to determine compliance and provide access in a higher education setting
- Formulate methods of accommodating students – including those who use service animals - in non-classroom settings, including campus facilities such as residence halls, off-campus situations such as study abroad programs and co-curricular activities such as clubs, student organizations, athletic clubs and sporting events
- Engage in advanced critical thinking, speaking and writing about the role of disability service professionals in advancing social justice and accessibility in higher education

Course Grading and Requirements:
Discussion Board Participation (2%/Week): 30%
Reflection Paper (Worth 10% Each): 20%
Quizzes (3 Total, Worth 5% Each): 15%
Final Project: 35%
Grading Scale:

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Discussion board participation includes both making an informed, thoughtful initial post that integrates the course material and outside perspectives, as well as replying to two or three peers over the course of the week. Posts should be relevant and on topic, as well as advance the class discussion through critical thinking. The best posts include a carefully constructed question that strengthens the discussion.

There are two reflection papers in this course. Each reflection paper should be approximately two to three double-spaced pages, not including a title page or references. The papers should follow APA format and academic honesty guidelines with proper citations. The first reflection paper will be an interview of a professional in the field or a student affected by disability student services. The second reflection paper will be focused on creating a list of state and local resources and laws that will affect the student’s future role in the field and explaining their relevance to dealing with those issues.

There are three quizzes in this course. They will be administered online and test comprehension of the key legal principles that have been reviewed in the materials and on the discussion board. They are open book and open Internet, without a time limit.

The final project will be a practical and creative application of the course material. Students can take one of two tracks: They can develop a written policy that might be applicable to their future work in disability student services, or they can develop a presentation that might help to explain compliance with disability rights laws in their future work.

The policy or presentation can be directed at a hypothetical or actual student, faculty, or administrative audience, and it should draw on how to navigate and apply one or more of the legal issues covered in the class. The final project should include at least 2-3 scholarly articles not assigned for the class, as well as an interview of a professional in the field and a student or group affected by the legal issue chosen. The final project should be the equivalent of an 8-10-page double-spaced paper or a thirty-minute presentation.

Required Texts:

Other Required Materials: Additional readings (noted below) will be posted in the online classroom

Course Outline:

<table>
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<th>Topics by Week</th>
<th>Readings and Activities</th>
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### 2. Current Picture of Disability and Legal Issues on Campus

Read: Myers, et al.: 31-84.

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

### 3. Introduction to the Legal System

Read:

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

Writing a reflection paper to be submitted by the end of Week 2.

### 4. Administrative Law (Rulemaking and Adjudication)

Read:
- Department of Education. Office for Civil Rights. Last retrieved from: [http://www2.ed.gov/about/offices/list/ocr/aboutocr.html](http://www2.ed.gov/about/offices/list/ocr/aboutocr.html)

**Optional:** Department of Education. Office for Civil Rights. Complaint Processing Procedures. Last retrieved from: [http://www2.ed.gov/about/offices/list/ocr/complaints-how.html](http://www2.ed.gov/about/offices/list/ocr/complaints-how.html)

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

Taking the online quiz that reviews Weeks 3 and 4. Please complete the quiz before the end of Week 4.

### 5. Rehabilitation Act

Read:

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

6. IDEA

Read:

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

7. ADA Overview and Title I
Introduction (Definitions and Coverage)

Read:
EEOC website http://eeoc.gov/laws/types/disability.cfm

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

8. ADA Title I
(Accommodation, Functions, and Threat)

Read:

Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.
Taking the online quiz that reviews weeks 5 through 8. Please complete the online quiz by the end of week 8.

9. ADA Titles II & III

Read:
Participate by:
Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Read</th>
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Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.

Read:

Participate by:
- Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.


Read:
- Myers, et al.: 101-109

Participate by:
- Posting to the discussion board for the course with a substantive initial post and responding to 2-3 peers before the week ends.
- Submitting your final project.

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STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Neurodiverse Students in College (DSSV 608)
Type of Course: Required
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
Many students requesting accommodations in higher education settings have learning disabilities, while increasing numbers have attention deficit disorder/attention deficit hyperactivity disorder, traumatic brain injury, or autism spectrum disorders. This course will emphasize supporting students with learning disabilities, but will also enable course participants to explore a variety of issues related to students who have difficulty learning in traditional classrooms and formats. Topics will include the transition experience of students with learning disorders, interpreting educational assessments, understanding the spectrum of learning disabilities and the need for accommodations, and collaborating with faculty to support student success.

Course Learning Outcomes:
By then end of the course, students will be able to:
• Identify and describe a range of experiences, obstacles, and misconceptions neurodiverse students face in higher education.
• Describe how a Disability Service office mediates between assessments, polices, and governing agencies to support neurodiverse students
• Design a basic program model for a Disability Service office to assist students with a variety of learning styles
• Speak across discourses – be able to explain medical model discourses and deficit ideologies dominating the field so they are better able to identify ways Disability Studies can be used to deconstruct such interpretations and work to create more inclusive communities from within institutions of Higher Education.

Students will be required to:
• Participate in weekly online discussions by posting reflections and responding to classmates
• Develop a program model by choosing one of two possible projects
• Choose one of two possible final papers/projects
• Submit a closing reflection and analysis

Program Learning Outcomes addressed by the course:
• Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them
• Describe the functions of a Disability Service office and its associated tasks and practices
• Analyze disability experience, both individual and social, and describe models commonly used to frame
• Engage in advanced critical thinking, speaking and writing about the role of disability service professionals in advancing social justice and accessibility in higher education disability.

Course Grading and Requirements:

Evaluation

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<td>10</td>
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<td>Weekly Reading Responses/Discussions</td>
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<td>Program Model Assignment</td>
<td>Week 9</td>
<td>25</td>
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<tr>
<td>Closing Personal/Course Analysis</td>
<td>Week 14</td>
<td>15</td>
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Assignments

**Opening Personal Reflection (10%)**
In your opinion, what is the purpose and role of an Office of Disability Services as it relates to students with learning disability labels at an institution of Higher Education? What models, theories, experiences, and ideas inform your opinion? What is your connection and interest in Disability Support Services?
Length: 2 Pages Minimum

**Weekly Reading Response/Discussions (35%)**
Include a list of new and salient ideas, vocabulary (and names of important people and organizations), information, issues and perspectives learned from the week’s readings (you may use bullet notes). Then provide your reflection to the readings on the Discussion Board. You may use the following questions to guide you. How have the readings supported and/or contradicted what you thought before? Where there are ambiguities, contradictions, areas of concern and/or confusions among the readings, explain the significance. How do the readings inform your philosophy of Disability Services for Neurodiverse Students? And/or were the readings useful (if so, to whom), explain? Professionalism in posting to the Discussion Board is a fundamental expectation. Consistent, punctual, and regular communication are signature features of professionalism, along with cordial interpersonal interactions and willingness to participate and put forth effort.
Length: 1 Page Minimum

**Program Model Assignment (25%)**
Choose one of the following:

**Option A – Office of Disability Services Information Booklet or Website on Neurodiversity**
Create an authentic information booklet that will be distributed to students, families, faculty and staff about how your program relates to neurodiversity. Include the following:
About the Office
Mission Statement
Eligibility
Role of Students and Faculty
Policies and Practices
Programs
Resources
Rights and Laws
You may include descriptions, quotes, references, photographs, illustrations, links etc.
Length: 8 Pages Minimum

**Option B – Start’s Toolbook**
Develop a “Start’s Kit” for Disability Services Providers focusing on neurodiversity who are new to higher education. This is an open-ended assignment. Some suggestions include, but are not limited to the following: Definitions, descriptions, helpful resources (e.g. websites, listerves, campus resources, etc.), laws, essential programs, critical responsibilities, relationships with students, navigating inter/outer dynamics, building relationships, specific strategies/tips (e.g. on reaching your students, on connecting with faculty, creating a campus community, etc.), advice, etc.

Length: 8 Pages Minimum

**Research Project (15%)**

Choose one of the following:

**Option A – Offices of Disability Services Critique**

Select a minimum of (3) three institutions of higher education and critically analyze their Office of Disability Services. You may do this by accessing their websites and/or contact the office to schedule an informational tour (don't forget to collect their literature). If you have permission and people are willing, you may choose to interview disability services personnel, faculty, and/or students.

When analyzing the office try to answer the following questions: (1) What is their philosophy? (2) How do they portray students with disabilities, particularly those with learning disabilities? (3) How is the office connected to the campus community? (4) How accessible is it to students and faculty? (5) Are there particular programs, practices, polices that stand out? (6) What is your overall impression of the office?

As a result of your review and analysis, synthesize the information into a portrayal of each office, including positive characteristics, areas of concern, and suggestions for improvement. Compare and contrast each of the offices to each other. Include what you have learned (expected or unexpected) about Disability Services in Higher Education as result of this activity and how it has informed your philosophy.

Length: 6 Pages Minimum

**Option B – Research Paper**

Choose a theme related to Neurodiverse Students in Higher Education (e.g. the transition experience, role of educational assessments, impact of legislation, integrating assistive technology, accommodations, barriers to access, student perceptions/agency/experiences, influence of disability studies, etc.) that you will feel help inform your practice as practitioner in disability services. Critically analyze the literature to identify positives, areas of concerns, implications, and suggestions for future work. Your paper should include a minimum of five sources NOT cited in this syllabus, and must be APA format. Please check the topic with me before beginning).

Length: 6 Pages Minimum

**Closing Personal/Course Analysis (15%)**

Define your philosophy of Disability Services in Higher Education as it relates to neurodiversity. How will your philosophy inform your policies and decision making practices? In what ways has this course influenced your philosophy? Which aspects of the course impacted your philosophy the most and least, and in what ways? What models, theories, experiences, ideas were integrated into your philosophy?

This is a synthesizing piece in which you are to make sense of what has been taught and learned this semester and how you have come to know the usefulness of disability studies in applied/professional/clinical fields. It is also a way for you to think about how you will use disability studies in your actual or potential jobs.

Length: 2 Pages Minimum

**Course Outline**

**Week 1: Introduction – Connections to Disability Services**

Overview of course content, purpose, and types of articles included in the syllabus and tips for extracting useful information from readings.
**Week 2: Legal Underpinnings**

**Readings:**


**Due:**
Weekly Reading Response
Opening Personal Reflection

**Week 3: Transition Experiences**

**Readings:**


**Due:**
Weekly Reading Response

**Week 4: Thinking about Program Models**

**Readings:**


**Due:**
Weekly Reading Response

**Week 5:** External Influences: Contrasting Testing Agencies Polices with Higher Ed Guidelines

**Readings:**


**Due:**
Weekly Reading Response

**Week 6:** Documentation?

**Readings:**


**Due:**
Weekly Reading Response

**Week 7:** From Paperwork to Accommodation

**Readings:**


_Due:_
Weekly Reading Response

**Week 8:** Student Experiences with Accommodation Policies

_Readings:_
Cawthorn, S. W., & Cole, E. V. (2010). Postsecondary students who have a learning disability: Student perspectives on accommodations access and obstacles. Journal of Postsecondary Education and Disability, 23(2), 112-128.


_Due:_
Weekly Reading Response

**Week 9:** Grit. Using Duckworth’s Conceptions of Grit to Help Understand Who Our Students Are and Where They Have Come From.

_Readings:_


_Due:_
Weekly Reading Response

**Program Model**

**Week 10:** What Are Neurodiverse Students Up Against?

_Readings:_


Due: Weekly Reading Response

Week 11: It's Not the Same for Everyone.
Readings:


Due: Weekly Reading Response

Week 12: Personal Reflections and Additional Neurodiverse Populations
Readings:


Due: Weekly Reading Response

Week 13: Deconstructing Self-Determination
Readings:


**Due:**

*Weekly Reading Response*

**Week 14:** What about the Faculty?

**Readings:**


**Due:**

*Weekly Reading Response*

*Closing Personal/Course Analysis*

**Week 15:** Shifting Identities: Drifting in and out of disability.

**Readings:**


**Due:**

*Weekly Reading Response*

*Research Project*

**Required Readings**


Cawthorn, S. W., & Cole, E. V. (2010). Postsecondary students who have a learning disability: Student perspectives on accommodations access and obstacles. Journal of Postsecondary Education and Disability, 23(2), 112-128.


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ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

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CUNY School of Professional Studies

Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Special Topics in Disability Services (DSSV 651)
Type of Course: Elective
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
This course will offer the opportunity to study special topics within the scope of Disability Services in Higher Education. Topics may vary from semester to semester and could include in-depth study of the needs of one population of students with disabilities; in-depth study of one faces of Disability Service provision; case studies of student experiences with accommodations; or other topics related to the degree.

Student Learning Outcomes:
At the end of this course, students will be able to:
- Explore specialized topics related to the degree
- Examine emerging issues and problems in depth
- Realize more flexibility and options in the field of study

Students will be required to:
Requirements will vary, depending on the topic and instructional methodology

Program Learning Outcomes/Competencies addressed by the course:
These will vary depending on the topic to be offered, readings, course activities and requirements.

Course Grading and Requirements:
These will vary, depending on the topic, and will conform to the CUNY SPS grading scale for graduate programs and will meet standards for graduate-level study.

Grading Scale:

<table>
<thead>
<tr>
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<th>Letter Grade</th>
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<td>Failure</td>
<td>F</td>
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Course Readings and Other Materials
These will vary depending on the topic.

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CUNY School of Professional Studies

Program: Master of Science in Disability Services in Higher Education
Course Name and Number: Supporting Students with Psychiatric Disabilities (DSSV 625)
Type of Course: Elective
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
Supporting Students with Psychiatric Disabilities will explore the definitions of psychiatric disabilities and explore the stigma associated with mental health issues. Also included will be commonly used medications, determining needed accommodations, threat assessment and campus violence, working with other campus offices, substance abuse, student conduct, student wellness, residential issues and transitioning students into successful employment.

Course Learning Outcomes:
By the end of the course, students should be able to:
• Identify barriers which prevent students diagnosed with psychiatric disabilities from fully participating in an academic setting
• Recommend possible accommodations pertaining to students with psychiatric disabilities in a higher educational setting
• Classify and discuss the range of measures required to address the impact of stigma on students with psychiatric disabilities
• Identify what is and is not a reasonable accommodation
• Explain the role medication and therapy plays on academic performance
• Describe and analyze the differences between limitations, barriers and conduct issues
• Develop strategies to collaborate with your college campus in order to address students' needs in a holistic way.

Students will be required to:
Participate in weekly online discussions
• Write a mid-term essay
• Prepare an online presentation
• Research and write a final paper

Program Learning Outcomes addressed by the course
• Explain the needs of students with psychiatric diagnoses, challenges they may experience in college and types of accommodations that support their academic success
• Explain requirements of applicable laws and apply legal frameworks and principles used to determine compliance and provide access in a higher education setting
• Describe the functions of a Disability Service office and its associated tasks and functions
• Describe the major factors contributing to inequality impacting people with disabilities, including race, gender, socioeconomic status, ethnicity and health opportunities.
• Formulate methods of accommodating students – including those who use service animals - in non-classroom settings, including campus facilities such as residence halls, off-campus situations such as study abroad programs and co-curricular activities such as clubs, student organizations, athletic clubs and sporting events

Course Grading and Requirements:
The final grade will be based on a possible accumulation of 100 points to be broken down as follows:
20 points: midterm Mad at School reflection essay
25 points: final paper
20 points: online presentation submission
35 points: Discussions/Reaction/Reflection Essays on online presentation
Grading Scale:

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1. Read and study the assigned chapters in the textbooks, assigned articles and the corresponding lectures.
2. Class participation will be a consideration for the final grade. As such, all students are encouraged to actively contribute to online discussions and demonstrate a high level of involvement in online exercises. A rubric will be posted to assist students in understanding discussion requirements.
3. Students must read all presentation postings during the presentation timeframe.
4. Missed papers cannot be made up without prior permission from the instructor.

Midterm Assessment: (20 Points)
Students will be asked to write an essay based on the Margaret Price book Mad at School. You will be asked to reflect on a series of questions and give your personal thoughts and perceptions on the topic questions. Overall, the essay should be organized well with appropriate examples from the text to support your ideas and opinions. The essay must be 4 to 5 pages in length.

Final Paper: (25 Points)
Each student will be asked to choose a specific psychiatric disability. A list of diagnoses will be circulated to choose from and no more than two people can pick any one diagnosis. This will allow us to cover a larger array of psychiatric disabilities. Students will then be instructed to read a primary source in order to outline the limitations presented by the disability in an academic setting. Referencing scholarly journals and relevant literature, students will be asked to come up with a well thought out discussion on possible accommodations and/or techniques offered that can help equalize the playing field allowing the student to fully participate in the college setting. The paper is not meant to review articles or give a long drawn out explanation of a diagnosis, but rather to synthesize and reflect upon limitations presented by the specific psychiatric disability, to review reasonable accommodations available and how you would implement these accommodations. Please keep in mind that accommodations should be reasonable and not present an undue burden for the institution or change the overall nature of the course. Due one week prior to the end of the semester. The Paper must be 5 to 7 pages in length and provide a bibliography using MLA format. All papers will be double spaced using Times New Roman font.

Presentation: (20 Points)
The presentation must reflect upon your paper. The idea is to be able to discuss the specific psychiatric diagnosis chosen, highlighting limitations presented by the diagnosis and the reasonable accommodations you have selected to implement and why. Presentations are a requirement of the class and must be completed for credit. A maximum of 20 points will be awarded. Presentation must be made using a PowerPoint format. Each student will be asked to submit 10 slides which should be a minute in length for each slide. The total presentation should take up to 10 minutes to read over. Keep in mind the nature of our discipline and that PowerPoints should be accessible so text only may be applicable. (Pictures and chart illustrations may not be accessible to all) Students will be assigned a day to post their presentations online.
Discussions/Reaction/Reflection Essays: (35 Points)
Class participation is essential to your success in this course. You are expected to be an active student in this class by participating in online discussions, activities, and exercises. Students will be asked to reflect on presentations submitted by classmates. A total of five waves of presentation will be submitted. For each wave of presentations submitted students will be asked to post two responses. Responses will be at least 2 pages in length and demonstrate your understanding of reasonable accommodations as it applies to students suffering with psychiatric disabilities. You will be asked to respond to two separate presentations that you have chosen from each of the five waves. This will put you at a total of 10 responses for the semester. Each posting is worth a maximum of 3.5 points for a possible 35 points in total. Posting must address presentation topics for each wave (Posting addressing others student's reflection will not be counted as a response and be equated as a zero). Reflection postings for each wave must be made prior to the next submissions of presentations or only partial credit will be given.

Required Texts:
*Mental Health Care in the College Community*
Jerald Kay (Editor), Victor Schwartz (Editor)

*Mad at School* Rhetorics of Mental Disability and Academic Life Margaret Price Foreword by Tobin Siebers
ISBN: 978-0-472-05138-0

*Accommodations in Higher Education under the Americans with Disabilities Act: A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers*
Michael Gordon (Editor), Shelby Keiser (Editor)
ISBN: 1572303239

Required Articles:
Article 1: Campus Mental Health Services: Recommendations for Change
Article 2: Discreditable: Stigma Effects of Revealing a Mental Illness History on Test Performance
Article 3: Barriers to Higher Education for Individuals with Psychiatric Disabilities
Article 4: Quick Reference to Psychotropic Medication
Article 5: Key Issues in Transition to Education and Employment for Students with Psychiatric or Emotional/Behavioral Disabilities

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Book/Author</th>
<th>Chapter</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>Defining Disability/What is a Psychiatric Disability</td>
<td>Article 1, Price, Introduction</td>
</tr>
<tr>
<td>• College Students and Serious Mental Illnesses</td>
<td>Kay/Schwartz, Chapter 1</td>
<td></td>
</tr>
<tr>
<td>• Understanding symptoms and possible effects of Mental Illness on academics and relationships</td>
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<tr>
<td>• Prevalence of Mental Illness in Higher Education</td>
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<tr>
<td>• Reasons for increased needs and demands to accommodate</td>
<td></td>
<td></td>
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<tr>
<td>• Students with Psychiatric Disabilities</td>
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</table>

Introductions on Discussion Forum

**WEEK 2** | Mental Illness/Understanding Stigma | Kay/Schwartz, Chapter 1 |
| Social Stigma | Price, Chapter 1 |
| Attitudes surrounding Mental Illness | Article 2, Handout |
| Press Coverage and Public Attention | |
| Current Studies on Stigma/Mental Illness and Achievement | |

Discussion on reading – discussion forum
Presentation Topics will be distributed
Students should take this time to review assignments and choose an available topic

WEEK 3  Understanding the Regulatory Environment  Kay/Schwartz  Chapter 1
• The role of the Office of Disability Service
• Availability of Campus-Based Mental Health Services
• Providing Services for Students with Psychiatric Disability
• Addressing Mental Health needs of Students
• ADA/ Mental Illness and Higher Education
Discussion on reading – discussion forum
Presentation Topics will be assigned and finalized
Presentation Dates will be distributed

WEEK 4  Understanding limitations and strengths  Gordon/Keiser  Chapter 2
• Possible effects of Mental illness on academics and relationships  Article 3  Handout
• Functional limitations
• Instructional strategies
• Organizing the College workload
• Self-determination
• Considering accommodations
Discussion on reading – discussion forum

WEEK 5  Determining Reasonable Accommodations  Gordon/Keiser  Chapter 7
• ADA Documentation of Psychiatric Disorders  Price  Chapter 2
• Current Clinical Symptoms
• Biological, Psychological, and Neuropsychological Testing
• Understanding the demands of College
• Campus Climate
• Program philosophy
• Course load and graduation time
• Substitutions/Waivers/Medical Withdrawals
Discussion on reading – discussion forum
Group 1 You tube submission

Treatment and medication management

WEEK 6  Psychotherapy and Medication  Kay/Schwartz  Chapter 5
• Access to care
• Personal counseling and psychotherapy
• Group therapy
• Medication services
• Difficulty managing medication side effects
• Talking to students about medication
Assignments
Group 2 You tube submission
Reflection responses due for group 1 you tube presentation

WEEK 7  Threat Assessment and Campus Violence  Kay/Schwartz  Chapter 9
• What is Threat Assessment
• Signs of Mental Health Conditions
• Early warning signs
• Reporting behavior
• Crisis Intervention
• Campus behavioral intervention team

Assignments
Group 3 YouTube submission
Reflection responses due for group 2 YouTube presentation

WEEK 8 Behavioral/Conduct issues Price Chapter 4
• Possible causes of behavior
• Dealing with troublesome behaviors in the classroom
• Responding to Disruptive or Threatening Student Behavior
• Possible strategies
• Developing replacement behaviors

WEEK 9 MIDTERM Essay Due

WEEK 10 Substance Abuse/Self Destructive Behavior Kay/Schwartz Chapter 15
• Posing harm to self or other
• Suicide Policies
• Cultural and social influences of substance abuse
• Magnitude of substance abuse among college students
• Substance related health problems
• Implication of substance abuse on academic life
• Intervention

Assignments
Group 4 YouTube submission
Reflection responses due for group 3 YouTube presentation

Collaboration

WEEK 11 Utilizing your College Campus Kay/Schwartz Chapter 8
• Creating relationships to campus resources
• Utilizing Mental Health Services on campus
• Working with Faculty
• Working with campus security department
• Working with academic advisement

WEEK 12 Health/Wellness and Residential Issues Kay/Schwartz Chapter 14
• Difficulty interacting with others
• Living arrangements and dormitory setup
• Surviving the academic rigor
• Building Self esteem
• Stress management
• Social/athletic outlets
• Utilizing your Health/Wellness Centers on campus

Assignments
Group 5 YouTube submission
Reflection responses due for group 4 YouTube presentation

WEEK 13 Transitioning into Employment Article 5 Handout
• Post-secondary education as a vehicle to employment
• Workplace accommodations
• Public Vocational Rehabilitation
• Supportive environments
• Disclosure

Discussion on reading – discussion forum

WEEK 14  Student Life/Clubs/Organization  Case Study  Handout
• Creating relationships
• Student self-advocacy
• Leadership
• Mentors
• Civic engagement
• Creating bridges and support networks
• Lobbying initiatives

Discussion on reading - discussion forum
Last day to submit presentation responses

WEEK 15  Technology and working with students with psychiatric disabilities  Case Study  Handout
• Executive function skills limitations
• Information processing deficits
• Sensory overload
• Multitasking and Multitasking
• Smart tablet technology
• Recording devices
• Organizational Apps
• Mentoring and technology

Reflection on course and wrap-up – discussion forum

FINAL Paper Due

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Program: Masters of Science in Disability Services in Higher Education
Course Name and Number: Universal Design in Higher Education (DSSV 617)
Type of Course: Elective
Credits: 3 graduate credits
Pre/Corequisite: DSAB 601

Course Summary:
This course introduces basic concepts, issues, approaches, strategies, beneficiaries, and resources with regard to the universal design of instruction, technology, physical spaces and student services for the purpose of making educational products and environments accessible to all students, including English language learners and students with disabilities.

Course Learning Outcomes:
At the end of this course, students will be able to:
• Describe different learning styles and their implications for curricular adjustment to improve student success
• Analyze faculty perspectives and approaches to faculty development activities to improve instructional access for students with a variety of disabilities
• Summarize the major features of universal design in physical spaces
• Explain the benefits of universal design in a variety of instructional content areas
• Describe the major features of universal design as it relates to assistive technology commonly used in educational settings
• Describe the major issues in creating a more accessible student services experience for students with disabilities
• Utilize instruments to check for accessibility issues on college campuses
• Design a process to institutionalize universal design principles on college campuses

Students will be required to:
Participate in weekly discussions of class reading
• View online videos
• Write three short papers
• Conduct a mini-field project
• Develop and submit a final project

Program Learning Outcomes addressed by the course:
Students will be able to:
• Explain the principles of universal design for learning (UDL) and describe methods and strategies to advocate for more fully accessible classrooms (including online classrooms), campuses, curricula, and support services
• Analyze the educational accommodation needs of neurodiverse students for educational accommodations and formulate strategies to support student success by addressing them
• Explain the needs of students with psychiatric diagnoses, challenges they may experience in college and types of accommodations that support their academic success
• Describe the needs of emerging populations of students - including veterans, students on the autism spectrum, students with traumatic brain injury, international students with disabilities, students with intellectual disabilities - and those with multiple disabilities - and design appropriate accommodation strategies for each
• Describe commonly employed forms of assistive technology and the use of each

Assignments and Grading
Students who would like feedback from the instructor as they are working on a project will be encouraged to send questions and/or drafts via email or use the “Ask the Instructor” forum on Blackboard. Following are assignments along with their point value and due dates.
Due each week of 15 weeks. For each discussion assignment post at least two responses to questions presented on Blackboard and then respond to at least one post made by another student.

[10 points for each of 15 DISCUSS assignments]

Due Week 4. Describe an existing physical environment and discuss how you could make it more welcoming and accessible to individuals with a wide variety of characteristics with respect to ability, disability, age, size, gender, native language, and other attributes. Your assignment can be presented as a video, PowerPoint presentation, or printed paper with images.

[20 points]

Due Week 6. Write a 2-4 page paper on specific aspects of universal design that are especially relevant to a content area or type of instruction of interest to you.

[25 points]

Due Week 8. Write a paper on how accessibility or universal design content could be integrated into the curriculum of a specific course in a content area of interest to you.

[25 points]

Due Week 12. Develop one accessible lesson or series of lessons for an online or hybrid course on a topic of your choice that is welcoming and accessible to a broad audience, including students with disabilities, English language learners, etc. It is expected to be at least 5 pages long. You may present the lesson in Microsoft Word, HTML, or other format. For specific accessibility issues (e.g., using a video that is not currently captioned) that you would address in the lesson but do not have a complete solution at this time, make comments within the lesson [in italics and enclosed in square brackets] regarding how you would address it [e.g., for an uncaptioned video, state how you would address this issue if you were actually delivering the course, which can include contacting technical support staff member at your host institution or the Learning Management System publisher]. At a minimum, include in your lesson:

Text content.
An image.
A PDF, PowerPoint, or Word document.
A link to a website, video, or other multimedia.

[Commentary within the lesson about specific accessibility issues]
A separate paragraph or two at the end of the lesson with a summary of accessibility issues you addressed as you created your lesson(s), remaining issues you would resolve, and other modifications that might be needed if a student with a specific disability enrolled in your course.

[30 points]

Due Week 13. Complete an accessibility check of a student service, science program, course using one of the Equal Access checklists presented in class.

[20 points]

Due Week 15. Complete an approved a course project. To seek approval for your project idea, write up a description that details your project plan. For example, you could:
Select one project you completed in an earlier course. Add to your project accessibility issues that should be considered and how potential accessibility challenges could be addressed.
Help you organize your thoughts about what you have learned in this course, create a table/chart with notes about accessibility challenges and solutions for particular tools/strategies used in an online course, student service, or other application area for universal design.
Write a paper that describes how you plan to employ universal design strategies the next time you teach a course or conduct some other activity in postsecondary education (e.g., host a conference).
Write an essay about a topic covered in this course that you find particularly interesting or an essay about how what we have discussed in this course has changed/enhanced your perspective regarding the development of online learning courses.

Write an article to submit for publication in the online publication *Universal Design in Higher Education: Promising Practices*. [30 points]

Rubrics will be created for specific assignments and the grading scale below will apply:

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It is expected that students in the course will be able to use standard applications software but will not necessarily have a high level of technical expertise.

**Accessibility**
This course is designed to be accessible to everyone, including students with disabilities. For example, video presentations included in the course content are captioned and audio described. The primary textbook is available in alternate, accessible format. The supplemental textbook is available in an accessible format online. All videos are captioned and most are available with audio description. Most online publications for readings are available in accessible HTML and PDF formats. These and other course materials and strategies will give the students an example of a universally designed online course.

**Primary Textbook**

Supplemental Textbook

**Course Topics, Readings, Videos and Schedule**
Note that all of the course readings and videos are available online except for those from the primary textbook. Students will not be required to read every article listed below; instead, in some cases they will be given a choice of articles to read.

**WEEKS 1-2 BACKGROUND**
Diversity and Disability in Higher Education
View YouTube video Diversity in the College Classroom: I am from…
Take two learning styles tests, [Online Learning Styles Test](http://www.learningsolutionsonline.com/learningstyles/) and [What is Your Learning Style?](http://www.learningsolutionsonline.com/learningstyles/)
Learn about types of intelligences at the following link [Multiple Intelligence Types](http://www.mindtools.com/pages/article/newTML_A08.htm)
Take the short quiz [What Type of Intelligence Do You Have?](http://www.mindtools.com/pages/article/newTML_A08.htm)
Read [Categories of Disability Under IDEA](http://www.mindtools.com/pages/article/newTML_A08.htm) and [Definition of Disabilities](http://www.mindtools.com/pages/article/newTML_A08.htm)
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

View video and read publication Part of Me, Not All of Me
View Ted Talk video ADHD As A Difference In Cognition, Not A Disorder: Stephen Tonti
Explore Simulations of Eye Disorders and Simulations of Vision Loss
View video and read DO-IT publication Taking Charge 3: Five Stories of Success and Self-Determination
View video and read publication Returning from Service
Disability-Related Accommodations
View video and read publication Invisible Disabilities and Postsecondary Education
Read DO-IT Academic Accommodations for Students with Learning Disabilities
Read DO-IT Academic Accommodations for Students with Psychiatric Disabilities
Read DO-IT An Accommodation Model
Technology Used by Individuals with Disabilities
View video and read publication Working Together: People with Disabilities and Computer Technology
View and read publication Working Together: Computers and People with Mobility Impairments
View video and read publication Working Together: Computers and People with Sensory Impairments
View video Screen Reader Demo
View video and read publication Working Together: Computers and People with Learning Disabilities
View video and read publication Building the Team: Faculty, Staff, and Students Working Together
Social Justice, Civil Rights and Legislation
Read Convention on the Rights of Persons with Disabilities
Read Department of Justice A Guide to Disability Rights Laws
Read Office of Civil Rights Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

WEEK 3 INTRODUCTION TO UNIVERSAL DESIGN and APPLICATIONS TO PHYSICAL SPACES
Read Primary Textbook Chapter 1: Universal design in higher education
Read Primary Textbook Chapter 16: Universal design of physical spaces: From principles to practice
Read CUDE Equal Access: Universal Design of Physical Spaces
Read Primary Textbook Chapter 17: Applications of universal design to higher education facilities
Read CUDE Equal Access: Universal Design of an Academic Department

WEEK 4 UNIVERSAL DESIGN OF INSTRUCTION
Read Primary Textbook Chapter 2: Universal design of instruction: From principles to practice
Read Primary Textbook Chapter 3: Universal design for learning in postsecondary education: Reflections on principles and their application
Read Primary Textbook Chapter 7: The benefits of universal design for students with psychiatric disabilities
WEEK 5 APPLICATION OF UNIVERSAL DESIGN IN SPECIFIC CONTENT AREAS
View video and read publication *STEM and People with Disabilities*
View video and read publication *Equal Access: Science and Students with Sensory Impairments*
Read CUDE *Making Science Labs Accessible to Students with Disabilities*
Read CUDE *Checklist for Making Science Labs Accessible to Students with Disabilities*
Read DO-IT *Accessible Science Equipment*
Read Supplemental Textbook Chapter: Increasing access to technical science terms through use of universally designed signing dictionaries
Read Supplemental Textbook Chapter: Increasing accessibility of college STEM courses through faculty development in Universal Design for Learning (UDL)
Read Supplemental Textbook Chapter: Promoting the design of accessible informal science learning
Read Primary Textbook Chapter 13: *Incorporating Universal Design into Administration Courses: A Case Study*

WEEK 6 FACULTY DEVELOPMENT REGARDING UNIVERSAL DESIGN OF INSTRUCTION
Read Primary Textbook Chapter 8: *The Contribution of Universal Design to Learning and Teaching Excellence*
Read Primary Textbook Chapter 9: Universal course design: A model for professional development
Read Primary Textbook Chapter 10: Small victories: Faculty development and universal design
Read Primary Textbook Chapter 11: A case study approach to promote practical application of universal design for instruction
Read Primary Textbook Chapter 12: Engaging higher education faculty in universal design: Addressing needs of students with invisible disabilities
WEEK 7 UNIVERSAL DESIGN OF ASSESSMENT
Read Primary Textbook Chapter 5: *Universal Design of Assessment*
Read Supplemental Textbook Chapter: *Universal Design in Assessments*
INCORPORATION OF UNIVERSAL DESIGN INTO COURSE CONTENT
Browse AccessComputing Web Design and Development I
Read CUDE Universal Design of Web Pages in Class Projects

WEEK 8 - EFFICACY OF UNIVERSAL DESIGN OF INSTRUCTION
Read CAST Types of Evidence Supporting UDL
Read Primary Textbook Chapter 4: *The Faculty Perspective: Implication of Universal Design in a First-Year Classroom*

Read Primary Textbook Chapter 6: *Universal Design of Instruction: Reflections of Students*

WEEKS 9 – 11 UNIVERSAL DESIGN OF TECHNOLOGICAL ENVIRONMENTS
View video *IT Accessibility: What Campus Leaders Have to Say*
View video and read publication *World Wide Access: Accessible Web Design*
Read WAI *Introduction to Web Accessibility*
Read WebAIM *Introduction to Web Accessibility*
Read AccessComputing *30 Web Accessibility Tips*
Read DO-IT *Web Accessibility: Guidelines for Administrators*
Read WAI *Easy Checks - A First Review of Web Accessibility*
Browse WebAIM *Web Accessibility for Designers*
Browse WAI *List of Web Accessibility Evaluation Tools*
Read UW *Resolution Agreements and Lawsuits*
Accessibility Guidelines and Standards
Browse *Summary of Section 508 Standards*
Browse Section 508.gov *Section 508 Reference Guide E-Learning and Multimedia*
Read W3C *Web Accessibility Initiative (WAI)*
Read W3C *Accessibility*
Browse W3C WAI-ARIA Overview
Read DO-IT Distance Learning Program Accessibility Indicators
Universal Design of Technology
Read Primary Textbook Chapter 18: Universal Design of Technological Environments: From Principles to Practice
View video and read publication Equal Access: Universal Design of Computer Labs
Read Primary Textbook Chapter 20: Universal Design of Computing Labs
Read AccessComputing Equal Access: Universal Design of Computing Departments
Universal Design of Online Learning
Read QM Quality Matters Rubric
View video and read publication Real Connections: Making Distance Learning Accessible to Everyone
Read CUDE Equal Access: Universal Design of Distance Learning
Read Primary Textbook Chapter 19: Problems and Solutions for Making Multimedia Web-Based Lectures Accessible: A Case Study
Read Supplemental Textbook Chapter: Universal Instructional Design of Online Courses: Strategies to Support Non-Traditional Learners in Postsecondary Environments
Read Tobin, T. J. (2013, December). Universal design in online courses: Beyond disabilities. Online Cl@ssroom, 13(12), 1-3.
Read AFB Distance Learning: How Accessible are Online Educational Tools?
Read Barnard-Brak, L., & Sulak, T. N. (2010). Online versus face to face accommodations among college students with disabilities. American Journal of Distance Education, 24, 81-91.
Read PIVoT: A Promising Practice in Making an Online Physics Course Accessible
Read Green, K. (2010, November). Faculty training is a major investment for online education programs: ADA compliance remains a major vulnerability. Managing Online Education, 1-2.
WEEK 12 UNIVERSAL DESIGN OF STUDENT SERVICES
View video and read publication Access to the Future: Preparing Students with Disabilities for Careers
View video and read publication Equal Access: Student Services
Read Primary Textbook Chapter 14: Universal Design of Student Services: From Principles to Practice
Read Supplemental Textbook Chapter: Development of a UD Checklist for Postsecondary Student Services
Read Primary Textbook Chapter 15: Applications of Universal design to Student Services

WEEK 13 INSTITUTIONALIZATION OF UNIVERSAL DESIGN IN HIGHER EDUCATION
View video and read publication Self-Examination: How Accessible Is Your Campus?
Read Primary Textbook Chapter 21: Indicators of Institutional Change
Read Primary Textbook Chapter 22: A Change Process for Creating a Universally Designed Campus
Read Primary Textbook Chapter 23: Implementing Universal Design: Collaborations Across Campus
Read Primary Textbook Chapter 24: Promoters and Inhibitors of Universal Design in Higher Education

WEEK 14 – 15 REVIEW, SYNTHESIS, AND REFLECTION ON LEARNING
Search DO-IT Knowledge Base
Explore Promising Practices in appendix of Supplemental Textbook

Instructor Bio

Dr. Sheryl Burgstahler founded and continues to direct the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center and the Access Technology Center. These two centers promote (1) the use of mainstream and assistive technology and other interventions to support the success of students with disabilities in postsecondary education and careers and (2) the development of facilities, computer labs, academic and administrative software, websites, multimedia, and distance learning programs that are welcoming and accessible to individuals with disabilities. The ATC focuses efforts at the UW; the DO-IT Center reaches national and international audiences with the support of federal, state, corporate, foundation, and private funds. DO-IT hosts The Center on Universal Design in Education (CUDE). Dr. Burgstahler is an affiliate professor in the College of Education at the University of Washington in Seattle. Her teaching and research focus on the successful transition of students with disabilities to college and careers and on the application of universal design to technology, learning activities, physical spaces, and student services.

Dr. Burgstahler has published articles and delivered presentations at national and international conferences that focus on universal design of distance learning, websites and multimedia, computer labs, instruction, student services, and other applications in education; and the management of electronic communities, work-based learning activities and transition
programs for youth with disabilities. She is the author or co-author of eight books on using the Internet with pre-college students and directing e-mentoring and transition programs and lead editor of the book *Universal Design in Higher Education: From Principles to Practice*. Dr. Burgstahler has degrees in mathematics, education, and administration of higher education. She has taught precollege and postsecondary mathematics, computer programming, assistive and accessible technology, and courses for teachers on mathematics instruction and technology applications.

Dr. Burgstahler and her projects have received many awards, including the *Professional Recognition Award for the Association for Higher Education and Disability*, the *National Information Infrastructure Award in Education*, the *President’s Award for Mentoring*, the *Golden Apple Award in Education*, and the *Harry J. Murphy Catalyst Award*.  
http://staff.washington.edu/sherylb/

**ACCESSIBILITY AND ACCOMMODATIONS:** The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:  
http://sps.cuny.edu/student_services/disabilityservices.html

**ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY:** The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:  
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

**ACADEMIC INTEGRITY:** Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see:  

**STUDENT SUPPORT SERVICES:** If you need any additional help, please visit Student Support Services:  
http://sps.cuny.edu/student_resources/
Table 1b: Graduate Degree Program Schedule – Full Time

- Indicate academic calendar type: _X_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 2015</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSAB 601 – Psychosocial, Cultural and Political Aspects of Disability</td>
<td>3</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>DSSV 605 - Legal Aspects of Disability Services</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td></td>
<td>DSSV 607 - Higher Education Disability Services Administration</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td></td>
<td>DSSV 606 - Assistive Technology in Higher Education</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 2016</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSSV 608 - Neurodiverse Students in College</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td></td>
<td>DSSV 618 - Emerging Populations</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td></td>
<td>DSSV 625 - Supporting Students with Psychiatric Disabilities</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td></td>
<td>DSSV 617 - Universal Design in Higher Education</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 2016</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DSSV 699 - Disability Services Capstone Course</td>
<td>3 X</td>
<td></td>
<td>Permission of Academic Director</td>
</tr>
<tr>
<td></td>
<td>DSSV 619 - Accommodations Outside the Classroom</td>
<td>3 X</td>
<td></td>
<td>Co or Pre-requisite DSAB 601</td>
</tr>
<tr>
<td>Term credit total:</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Totals:  
Credits: 30

Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: Disability Services Capstone Course will serve as the culminating experience.

New: indicate if new course  
Prerequisite(s): list prerequisite(s) for the noted courses
### Table 1b: Graduate Degree Program Schedule – Part Time

- Indicate academic calendar type: _Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>DSAB 601 – Psychosocial, Cultural and Political Aspects of Disability</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>DSSV 625 - Supporting Students with Psychiatric Disabilities</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSSV 605 - Legal Aspects of Disability Services</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td></td>
<td>DSSV 617 - Universal Design in Higher Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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<tr>
<td></td>
<td>Term credit total: 6</td>
<td></td>
<td></td>
<td></td>
<td>Term credit total: 6</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>DSSV 607 - Higher Education Disability Services Administration</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td>DSSV 699 - Disability Services Capstone Course</td>
<td>3</td>
<td>X</td>
<td>Permission of Academic Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSSV 606 - Assistive Technology in Higher Education</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td>DSSV 619 - Accommodations Outside the Classroom</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Term credit total: 6</td>
<td></td>
<td></td>
<td></td>
<td>Term credit total: 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>DSSV 608 - Neurodiverse Students in College</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSSV 618 - Emerging Populations</td>
<td>3</td>
<td>X</td>
<td>Co or Pre-requisite DSAB 601</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Term credit total: 6</td>
<td></td>
<td></td>
<td></td>
<td>Term credit total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Totals:</td>
<td>Credits: 30</td>
<td></td>
<td></td>
<td></td>
<td>Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: Disability Services Capstone Course will serve as the culminating experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*New*: indicate if new course  
*Prerequisite(s)*: list prerequisite(s) for the noted courses
## Table 2: Full-Time Faculty

Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Expected Program Course Assignments</th>
<th>Percent of Teaching Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; professional experience in field, scholarly contributions, or other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariette J. Bates, Distinguished Lecturer and Academic Director, Disability Studies Program</td>
<td>Psychosocial, Cultural and Political Aspects of Disability</td>
<td>15%</td>
<td>Ph.D., Union Institute and University, Philanthropy and Disability</td>
<td>Numerous presentations, extensive experience in advocacy, service provision, curriculum and program development. Awards for teaching, research and advocacy for people with disabilities</td>
</tr>
</tbody>
</table>
### Table 3: Part-Time Faculty

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses which may be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; professional experience in field, scholarly contributions, or other academic affiliations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Griffin Basas</td>
<td>Legal Aspects of Disability Services</td>
<td>JD, Harvard Law School</td>
<td>Adjunct Professor, Saint Joseph’s College of Maine, Case Western Reserve School of Law, publications on Disability and the Law, Reasonable Accommodation, and Assistive Technology and the Law. Numerous publications and presentations on Disability Rights and the Law.</td>
</tr>
<tr>
<td>Sheryl Burgstahler</td>
<td>Universal Design in Education</td>
<td>Ph.D., Policy, Governance and Administration of Higher Education, University of Washington</td>
<td>Director of Do-IT Center, a renowned national center on Universal Design and Assistive Technology in Higher Education Numerous publications and presentations on Universal Design in Higher Education and Assistive Technology for students with disabilities</td>
</tr>
<tr>
<td>Cristina Finan</td>
<td>Emerging Populations</td>
<td>MA, Disability Studies, CUNY School of Professional Studies (expected 2014)</td>
<td>Assistant Director, Disability Service Office, Johns Hopkins University Responsible for services to students with disabilities, CUNY School of Professional Studies 2010 – 2013.</td>
</tr>
<tr>
<td>Matthew Korobkin</td>
<td>Assistive Technology in Higher Education</td>
<td>MS. in Education, University of Pennsylvania Graduate Certificate in Assistive Technology, California State University (June 2014)</td>
<td>Certified Assistive Technology Professional Certification in K-12 Instructional Technology, K-12, Special Education, Teaches Assistive Technology to K- 12 teachers for the State of Massachusetts Adjunct lecturer, BA in Disability Studies, CUNYSchool of Professional Studies</td>
</tr>
<tr>
<td>Jacqueline Leber,</td>
<td>Neurodiverse Students in College</td>
<td>ABD, Teachers College, Columbia U., expected, 2016 MS. Special Education, Columbia U.</td>
<td>Education, Students with learning disabilities Special Education, Students with Learning Disabilities Instructor, Hunter College, Dept of Special Education</td>
</tr>
<tr>
<td>Christopher Leydon</td>
<td>Accommodations Outside the Classroom</td>
<td>Ph. D. , CUNY, Comparative Literature</td>
<td>Student Services Coordinator, CUNY SPS, Responsible for determining and coordinating accommodations to SPS students with Disabilities. 2013 - present Student Disability Services Assistant and Coordinator, 2004 – 2010 Numerous publication, academic honors and awards</td>
</tr>
<tr>
<td>Raymond Perez</td>
<td>Supporting Students with Psychiatric Disabilities</td>
<td>ABD, Fordham University, Clinical Psychology, (expected 2016) MA Mental Health Counseling, Brooklyn College</td>
<td>Assistant Director Disability Services, Baruch College, CUNY, Assistive Technology Specialist, Adjunct Lecturer, Psychology, Brooklyn College.</td>
</tr>
<tr>
<td>Kevin Tucker</td>
<td>Disability Service Office Administration</td>
<td>ABD, Education, Northeastern University, expected 2016. MA,Sociology, NYU</td>
<td>Former Director, the City College Office of Student Disability Services Deputy to the Vice President for Student Affairs, The City College Teaches in MA in Disability Studies, CUNY School of Professional Studies Numerous presentations and publications</td>
</tr>
<tr>
<td>Rebecca Williford</td>
<td>Legal Aspects of Disability Services</td>
<td>JD, North Carolina School of Law</td>
<td>Staff attorney, Disability Rights Advocates, extensive experience in Disability Rights litigation, numerous presentations and publications.</td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>None at this time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</table>
Table 5: New Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$48,000</td>
<td>$64,000</td>
<td>$68,000</td>
<td>$68,000</td>
<td>$68,000</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$53,773</td>
<td>$58,527</td>
<td>$63,282</td>
<td>$68,036</td>
<td>$72,791</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>$27,000</td>
<td>$37,210</td>
<td>$42,426</td>
<td>$32,649</td>
<td>$32,879</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$40,000</td>
<td>$37,000</td>
<td>$11,000</td>
<td>$11,000</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td><strong>$168,773</strong></td>
<td><strong>$196,737</strong></td>
<td><strong>$184,708</strong></td>
<td><strong>$179,685</strong></td>
<td><strong>$184,669</strong></td>
</tr>
</tbody>
</table>
Table 6: Projected Revenue

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources</td>
<td>$156,393</td>
<td>$337,328</td>
<td>$453,904</td>
<td>$524,620</td>
<td>$576,141</td>
</tr>
<tr>
<td>03. Total</td>
<td>$156,393</td>
<td>$337,328</td>
<td>$453,904</td>
<td>$524,620</td>
<td>$576,141</td>
</tr>
<tr>
<td>State Appropriation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
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<tr>
<td>07. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$156,393</td>
<td>$337,328</td>
<td>$453,904</td>
<td>$524,620</td>
<td>$576,141</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$156,393</td>
<td>$337,328</td>
<td>$453,904</td>
<td>$524,620</td>
<td>$576,141</td>
</tr>
</tbody>
</table>
Table 7: Five-Year Financial Projections for Program Worksheet

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

**DIRECT OPERATING EXPENSES**

*Include additional expenses incurred by other programs when satisfying needs of new program*

- Current Full Time Faculty Replacement Costs (list separately)
- Current Full Time Faculty Overload (include Summer)
- New Full Time Faculty Base Salary (list separately)
- New Full Time Faculty Overload (include Summer)
- New Faculty Re-assigned Time (list separately)

<table>
<thead>
<tr>
<th>Full Time Employee Fringe Benefits (33.0%)</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Part Time Faculty Actual Salaries</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortial Faculty</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>$40,000</td>
<td>$56,000</td>
<td>$60,000</td>
<td>$60,000</td>
<td>$60,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Faculty Actual Fringe Benefits (10%)</th>
<th>$48,000</th>
<th>$64,000</th>
<th>$68,000</th>
<th>$68,000</th>
<th>$68,000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Time Staff Base Salary (list separately)</th>
<th>$23,773</th>
<th>$26,150</th>
<th>$28,527</th>
<th>$30,904</th>
<th>$33,282</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director (@30% of time)</td>
<td>$30,000</td>
<td>$32,377</td>
<td>$34,755</td>
<td>$37,132</td>
<td>$39,509</td>
</tr>
<tr>
<td>Academic Director (@ 30% of time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total (Links to Full-Time Staff on Table 5 - New Resources)</th>
<th>$53,773</th>
<th>$58,527</th>
<th>$63,282</th>
<th>$68,036</th>
<th>$72,791</th>
</tr>
</thead>
</table>

*DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION*

<table>
<thead>
<tr>
<th>Part Time Staff Base Salary (list separately)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College Assistants</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Hourly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Employee Fringe Benefits (10.0%)</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total (Links to Part-Time Staff on Table 5 - New Resources)</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
</table>
## Library

<table>
<thead>
<tr>
<th>Library Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff Full Time (List Separately)</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%) $0 $0 $0 $0 $0</td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%) $0 $0 $0 $0 $0</td>
</tr>
<tr>
<td><strong>Total (Links to Library on Table 5 - New Resources)</strong> $0 $0 $0 $0 $0</td>
</tr>
</tbody>
</table>

## Equipment

<table>
<thead>
<tr>
<th>Computer Hardware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Furniture</td>
</tr>
<tr>
<td>Other (Specify)</td>
</tr>
<tr>
<td>Computer Peripherals and Multi Media Equipment</td>
</tr>
<tr>
<td><strong>Total (Links to Equipment on Table 5 - New Resources)</strong> $0 $0 $0 $0 $0</td>
</tr>
</tbody>
</table>

## Laboratories

<table>
<thead>
<tr>
<th>Laboratory Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (list separately)</td>
</tr>
<tr>
<td><strong>Total (Links to Laboratories on Table 5 - New Resources)</strong> $0 $0 $0 $0 $0</td>
</tr>
</tbody>
</table>

## Supplies and Expenses (OTPS)

<table>
<thead>
<tr>
<th>Consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Supplies</td>
</tr>
<tr>
<td>Instructional Supplies</td>
</tr>
<tr>
<td>Faculty Development</td>
</tr>
<tr>
<td>Travel and Conferences</td>
</tr>
<tr>
<td>Membership Fees</td>
</tr>
<tr>
<td>Advertising and Promotion</td>
</tr>
<tr>
<td>Accreditation</td>
</tr>
<tr>
<td>Computer Software</td>
</tr>
<tr>
<td>Computer License Fees</td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
</tr>
</tbody>
</table>

| **Total (Links to OTPS Expenses on Table 5 - New Resources)** $27,000 $37,210 $42,426 $32,649 $32,879 |

---

Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014
### CAPITAL EXPENDITURES

<table>
<thead>
<tr>
<th>Facility Renovations</th>
<th>Classroom Equipment</th>
<th>Other (list separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Total (Links to Capital Expenditures on Table 5 - New Resources)**

<table>
<thead>
<tr>
<th>Facility Renovations</th>
<th>Classroom Equipment</th>
<th>Other (list separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Other (list separately)**

<table>
<thead>
<tr>
<th>Intellectual Property</th>
<th>$30,000</th>
<th>$20,000</th>
<th>$5,000</th>
<th>$5,000</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Library Contract Services</td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Total (Links to Other on Table 5 - New Resources)**

<table>
<thead>
<tr>
<th>Intellectual Property</th>
<th>$30,000</th>
<th>$20,000</th>
<th>$5,000</th>
<th>$5,000</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Library Contract Services</td>
<td>$5,000</td>
<td>$12,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

| Total (Links to Other on Table 5 - New Resources) | $40,000 | $37,000 | $11,000 | $11,000 | $11,000 |
Table 8: Five-Year Revenue Projections for Programs Worksheet

<table>
<thead>
<tr>
<th>Orange-Fall Cohort</th>
<th>Green - Spring Cohort</th>
<th>Year 1 2015-2016</th>
<th>Year 2 2016-2017</th>
<th>Year 3 2017-2018</th>
<th>Year 4 2018-2019</th>
<th>Year 5 2019-2020</th>
<th>Cumulative Graduates by year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fa 16</td>
<td>Sp 17</td>
<td>Graduates</td>
<td>Fa 17</td>
<td>Sp 18</td>
<td>Graduates</td>
<td>Fa 18</td>
</tr>
<tr>
<td>Cohort #1</td>
<td>FT</td>
<td>18</td>
<td>16</td>
<td>0</td>
<td>15</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #2</td>
<td>FT</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #3</td>
<td>FT</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #4</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PT</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cohort #5</td>
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<td>2</td>
<td>0</td>
<td>1</td>
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<td>PT</td>
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<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #6</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PT</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cohort #7</td>
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<td>0</td>
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<td>2</td>
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<td></td>
<td>PT</td>
<td>2</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #8</td>
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</tr>
<tr>
<td></td>
<td>PT</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cohort #9</td>
<td>FT</td>
<td>2</td>
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<td>2</td>
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</tr>
<tr>
<td></td>
<td>PT</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cohort #10</td>
<td>FT</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Head Count - Full Time:
- Fa 16: 18
- Sp 17: 16
- Graduates: 0

Total Head Count - Part Time:
- Fa 18: 31
- Sp 19: 28
- Graduates: 0

TOTAL HEADCOUNT:
- Fa 30: 51
- Sp 34: 62

Total Full-Time Tuition Revenue:
- $6,009

Total Full-Time Fees:
- $1,210

Total Part-Time Tuition Revenue:
- $4,693

Total Part-Time Fees:
- $190

Total Tuition Revenue:
- $15,393

TOTAL YEARLY TUITION REVENUE:
- $156,393

Existing State Appropriations:
- $0

New State Appropriations:
- $0

TOTAL STATE APPROPRIATIONS:
- $0

Existing Other Resources:
- $0

New Other Resources:
- $0

TOTAL OTHER RESOURCES:
- $0

TOTAL REVENUE:
- $156,393

Assumptions:
1. Tuition for 2015-2016 reflects the approved tuition rates. Tuition for the remaining years reflects the 2015-2016 rates with 2% annual increases.
2. Enrollment increases by 2.5% each fall from the previous fall and by 2% each spring from the previous spring.
3. Enrollment and graduation figures are based on available retention and graduation rates at CUNY SPS.
Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center

CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: Date: September 8, 2014

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs

Telephone: 646.344.7258 Fax:

E-mail: george.otte@mail.cuny.edu

Program Title: Disability Services in Higher Education

Program Code: TBD

Degree or Certificate Awarded: M.S.

HEGIS Code: TBD

Anticipated enrollment in distance program:

Initial: 30

Maximum by year 3: 79

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes ☐ No ☐

How much "instructional time" is required per week per credit for a distance course in this program? Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format? Answer: 100%

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Answer: This is not the first online degree program at the School of Professional Studies.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.
I. LEARNING DESIGN

How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: To ensure that the standards and requirements of the proposed program are fully consistent with on programs that are 100% face-to-face in the City University and elsewhere, (a) fulltime faculty from several CUNY colleges were involved in the program design, and (b) the initial plan for the distance learning program was reviewed by heads of existing on campus programs.

Online programs at the CUNY School of Professional Studies are designed, developed and implemented according to the New York State Education Department's Principles and Standards of Good Practice for Distance Education. The Master of Science in Disability Services in Higher Education will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the M.S. in Disability Services in Higher Education, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

Answer: Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

Answer: The new Master of Science in Disability Services in Higher Education will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about “which technologies to use for which activities” were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.
How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

**Answer:** Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in offline discussions, coauthor team projects, keep running journals of their field experiences, create their own blogs for communicating research results, and post working visualizations. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other’s computer screens, coauthor a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

How do faculty teaching online courses verify that students are doing their own work?

**Answer:** All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure that each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements.

With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions are generally open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

II. OUTCOMES AND ASSESSMENT

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

**Answer:** Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in Web site content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for the Master of Science in Disability Services in Higher Education program were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.
Answer: The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and mastery of course content. The majority of courses require presentations, either individually or in teams, that require students to present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

Answer: The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.

How will the evaluation results will be used for continuous program improvement?

Answer: Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Answer: The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Students’ ePortfolio projects will be evaluated by faculty as part of the ongoing assessment process for academic programs, to ascertain that program learning outcomes and goals are being met.
External Evaluations

<table>
<thead>
<tr>
<th>Institution:</th>
<th>CUNY School of Professional Studies</th>
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<tbody>
<tr>
<td>Evaluator(s):</td>
<td>Noam Ostrander, Ph.D., LCSW, Chair, Department of Social Work, DePaul University, Chicago, IL</td>
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<tr>
<td>Program title:</td>
<td>Disability Services in Higher Education</td>
</tr>
<tr>
<td>Degree title:</td>
<td>M.S.</td>
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<tr>
<td>Date of evaluation:</td>
<td>5/15/2014</td>
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I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

This program’s development fills a significant gap in training directors of disability student services centers in higher education. Frankly, I am surprised that no one else has developed a program like this already. CUNY’s development of this program is further indication of its position on the cutting edge of professional development. Every aspect of this proposal – from the program justification to the monitoring mechanisms – is solid. I firmly believe that with this course being offered as an online degree program, that it might attract professionals who are already in disability student services positions who are looking for additional education in the field. Indeed, as the proposal indicates, a significant number of individuals in these positions have needed to learn about disability laws, services, and supports while on the job. This program will go a long way to provide a higher level of preparation for disability student services professionals, which is vital given the increase we are seeing in students with disabilities attending college.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

As I commented in the previous section, the focus of this program is spot on and fills a significant gap in the field. I suspect that this program will be quite successful depending on how widespread the marketing for it will be. Additionally, I believe this program will be a model for similar programs that will emerge following CUNY’s leadership here.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The program developers have created a smart plan with realistic expectations for this program. If the program is marketed at places like AHEAD, SDS, and the UCEDs, the program could see greater than anticipated interest in their program. That said, I believe maintaining a conservative estimate is wise.
4. Assess available support from related programs.

CUNY’s Disability Studies program is a natural sibling to this program. Not only will the Disability Services in Higher Education program benefit from having Dr. Bates as the developer for both programs, but also the BA in Disability Services could also serve as a “feeder” program for the MS in Disability Services in Higher Education. I looked through CUNY’s School of Education and it does not look like they have a higher education administration track. If they did, it would make sense to partner with them, however, the point in moot in that absence.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

I believe the need and demand aspect of the program is the most promising piece. The authors of the proposal noted accurately the increasing numbers of students with disabilities enrolling in college and universities across the country. With that increase comes a need for skilled and creative professionals in offices for students with disabilities. Currently, this program has no real competition. I believe that the program will not only attract people new to the field, but also professionals already in the field who never received formal education on disability student services in higher education. As I noted, I think the authors may have underestimated the interest in the program. Once people learn about the program, and that it is online, there could be a large number of people interested.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

Based on the CVs provided, I think the faculty for this program are all high quality. Their training covers a breadth of topics from legal consideration to disability studies to higher education administration.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

Given the size of the program (30 credits), it seems that the size of the faculty is appropriate. As I mentioned above, I also believe the faculty identified are well qualified for this program. As to the question about plans for future staffing, that does not seem applicable based on the information I read.

8. Evaluate credentials and involvement of adjunct and support faculty.

Again, I believe the faculty component, is well suited for the program.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.
From the looks of it, the most important resource for the program will be the support provided to train the faculty in online course development. Providing the training sessions and mentors for each faculty member is useful. At my home institution, we have a similar set up that has worked beautifully. One consideration here might be to also develop a benchmark to assess the online course development. For example, we use Quality Matters at my institution. That set up is useful to maintain quality in course development. If CUNY doesn’t currently have some way to assess online courses, it might be useful to develop that to support faculty development and ensure a quality student experience.

10. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

I cannot comment fully on this component because I did not see the budget or the faculty salaries. That said, the number of faculty seems to be in line with the workload and expected student enrollments.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

I am excited to see the development of this program. I think its strengths are myriad. 1) Dr. Bates is well respected and adds to the legitimacy of the program. 2) The program fills a huge gap in the preparation of professions working in disability student services. 3) The program is comprehensive in its approach to preparing students to enter the field. 4) The program’s online structure is well suited to people already working in the field. The main challenge that I see in the program is that it’s the first program of this kind. I’m confident, however, that Dr. Bates and the faculty in the program are savvy enough to find their way with this program. Essentially, CUNY is establishing a new pathway with this program where the jobs exist, but the training does not. The development of this program establishes that training. Congratulations to CUNY for moving in this direction.
Institution: CUNY School of Professional Studies  
Evaluator(s): Joseph Plutz, M.A., Director, Office of Disability Services, Fashion Institute of Technology, New York City  
Program title: Disability Services in Higher Education  
Degree title: M.S.  
Date of evaluation: 5/28/14

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

By design, the purpose of the program is very straightforward; to prepare graduates to work as disability service providers in higher education. The structure of the program as outlined in the proposal is fully supportive of the purpose. As the Director of the Office of Disability Services at the Fashion Institute of Technology, I can see the benefits that students in this program will receive to prepare them to work in a similar capacity. The course curriculum is specifically designed for this field and will no doubt give students the knowledge they need for this role. I was fortunate to have a mentor to help me prepare for my current role as well as completing the M.A. in Disability Studies at CUNY SPS however, most disability services providers have not had this exposure. As most find out, there is more to the role than just providing accommodations and the courses being delivered will certainly prepare an individual for the full extent that a disability service provider will encounter. The online nature of the course opens it up to a larger audience thereby giving people from across the country the opportunity to apply. I believe that the CUNY SPS has already established itself with online programs that work well and provide students with the education level they expect; and the two pronged approach that is detailed in the proposal to monitor and evaluate the effectiveness of the online program are well thought out. Also, the support services and resources available for students are extensive and will assist instructors in guiding students who need assistance outside of the classroom.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

Clearly, the specific nature of the program is directly related to the heart of the discipline and the goals of the program. The courses offered are specifically geared toward the ultimate goal of disability services in higher education. Working in the field, I see how the course listings are relevant to the work such as, assistive technology, the law, new and emerging populations, universal design and working with neurodiversity students is information that is needed, used every day and is directly related to the learning outcomes of the program.

3. Comment on the plans and expectations for continuing program development and self-assessment.

The program development and expectations are well thought out and realistic. With an appropriate marketing plan and branding, I see the program reaching the number of students outlined in the proposal. Also, the strategic planning process discussed will be extremely valuable when looking at pass rates, student survey results and graduation and retention rates.
4. Assess available support from related programs.

The M.A. in Disability Studies will be a great compliment to this program with the ability to cross over some of the required courses, as well as the faculty to the new degree. This is an ideal situation for starting the degree and provides some initial support the new program will need.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

As the first such program in the country it is clear that there is a need for this program. As a member of AHEAD and the NYSDSC (New York State Disability Services Council), I often hear from my constituents of the lack of training many of them have had in this field. Many were either offered their position because they had a background in counseling or special education, or they were thrust into the role without any experience working with students with disabilities because the position needed to be filled. These individuals then had to “learn on the fly” by reading materials on their own, joining list serve’s and attending conferences. Getting information through these resources is valuable, however, it is certainly not an ideal situation. Over the past six months alone I have seen at least four job openings for directors/coordinators in disability offices on the NYSDSC list serve I belong to which definitely shows a need locally for this field. Daily, I see the demand for this role continuing as I continue to encounter faculty, staff and administrators who need guidance in working with students with disabilities. There is still a stigma for students with disabilities in higher education and primarily students with invisible disabilities. While students are encouraged to meet and talk to instructors, it is important for them to have an advocate on campus for those times when they run into challenges.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

Collectively the faculty looks to be top notch. The years of experience and knowledge that will come from the faculty that are listed will surely benefit any student entering into the program. Individually, I cannot say enough about the recruiting of these faculty members, I am very excited to see the list of faculty that Dr. Bates has put together and feel that each one will perform up to the standards that are expected at this level.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The number of faculty for the program is appropriate for the course load outlined, and as mentioned above, the qualifications and degrees attained by the faculty are exceptional.

8. Evaluate credentials and involvement of adjunct and support faculty.

A large percentage of the faculty will be adjunct and the information above reflects my input related to these faculty members.

III. Resources
9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The list of resources for students is extensive and able to accommodate the on-line learning environment. Also, the training for new adjunct faculty is a valuable resource.

10. (Only for programs requiring master plan amendment.) What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

It looks as if the institution's commitment to the program from an operational budget, including faculty salaries, is in line.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

I believe the implementation process outlined in the proposal is doable and with Dr. Bates at the helm, will no likely go off without a hitch. She has great determination to see that this gets put through according to schedule, and I know she is the person to make sure it gets done. As mentioned previously, I currently work directly in a field that this degree is geared toward and reflecting on my experience within the disabilities office I feel that had I been exposed to this program earlier it would have given me much more insight into the job ahead of time. My feeling is that there is a real need for this degree and that students who graduate from the program will be able to fit right into any higher education disability services office in the country.
Letters of Support

NYC Mayor’s Office for People with Disabilities

May 20, 2014

John Mogulescu
Senior University Dean for Academic Affairs
Dean, CUNY School of Professional Studies
CUNY School of Professional Studies
119 West 31st Street,
New York, NY 10001

Dear Dean Mogulescu,

As a CUNY Graduate and Commissioner of the Mayor’s Office for People with Disabilities I am pleased to support the proposed Master of Science in Disability Services in Higher Education. I have reviewed the proposal and believe that graduates of this program will be equipped with the knowledge and practical skills to increase access to higher education for students with disabilities.

The number of college students with disabilities continues to increase steadily since the passage of the Americans with Disabilities Act and the ADA Amendments Act of 2008. These students need knowledgeable, well prepared staff to assist them with selecting accommodations to facilitate success in college as well as to serve as advocates within the college community for accessibility awareness in curricular design and physical access. As the field of disability services in higher education evolves and becomes more professionalized, degrees such as the one being proposed can disseminate best practices in service provision and beyond.

The CUNY School of Professional Studies is best positioned to launch the proposed degree, as it already offers several disability studies programs. The new degree will build on the current success and reputation of the existing M.A. and B.A. programs as well as offering an opportunity for a career in disability services in higher education.

I hope that this program will be approved so that college students with disabilities will have a greater opportunity to succeed and most of all lead our city into the future. Thank you for helping to make NYC the most accessible city in the world.

Sincerely,

Victor Calise
Commissioner

Mayor's Office for People with Disabilities • 100 Gold Street, 2nd Floor • New York, NY 10038
Voice: 212.788.2830 • Fax: 212.311.0960 • Website: www.nyc.gov/mopd
May 27, 2014

John Mogulescu
Senior University Dean for Academic Affairs
Dean, CUNY School of Professional Studies
CUNY School of Professional Studies
119 West 31st Street,
New York, NY 10001

Dear Dean Mogulescu,

It is our pleasure, on behalf of the Association on Higher Education And Disability (AHEAD) to write in support of the proposed Masters of Science in Disability Services in Higher Education to be offered by the CUNY School of Professional Studies.

With over 2700 members, AHEAD is the premier professional association committed to the full participation of students with disabilities in postsecondary education. AHEAD has been involved in promoting full and equal participation of students with disabilities in higher education since 1977, through education and training, promoting policies and standards that facilitate inclusion, collecting information about disability service professionals’ educational needs, and publishing resources to assist colleges and universities meet their obligations to create inclusive campuses.

We have reviewed the proposed M.S. program and believe that it will help to fill a void in the continuum of educational opportunities for professionals providing access to students with disabilities. As the number of college students with disabilities has grown, it is increasingly important for disability resource and services professionals to be equipped with knowledge of the applicable law, disability history and culture, an understanding of assistive technology, and a repertoire of skills in order to fully include students with disabilities into college life. The program’s emphasis on a disability studies lens through required coursework will provide students with an important conceptual underpinning as well.

We hope that the proposed degree will be approved and look forward to collaborating with CUNY SPS in the future to advance our common goals of inclusion and full participation of students with disabilities.

If we may be of any assistance or further reference in this regard, please feel most welcome to contact us through our executive director, Stephan J. Smith at 704-947-7779 or by email to: stephan@ahead.org or me directly at lissner.2@osu.edu

Sincerely,

L. Scott Lissner, President
The Association on Higher Education And Disability

107 Commerce Centre Drive, Suite 204, Huntersville, North Carolina USA
(v/t) 704-947-7779 (fax) 704-945-7779 e-mail: ahead@ahead.org www.ahead.org
Dear Dean Mogulescu,

"The proposed M.S. in Disability Services in Higher Education would be the first of its kind in the country and is designed specifically to equip graduates with the conceptual foundation and practical skills they need to support students with disabilities in higher education settings.”

(2014 Proposal)

Growth is the true reality in education. This proposed program is needed and well thought out. If CUNY does not avail itself of the opportunity to define the state of the art in training disability services providers in higher education, someone else will. Having reviewed the full proposal in addition to conversations with Dr. Bates and many other disability studies scholars and disability services providers and program administrators, I am sure that this proposed program is what is needed.

I come to this determination somewhat reluctantly. I went all the way through school to a 1981 Ph. D. in cultural and medical anthropology as the most visibly disabled student on The University of Michigan Ann Arbor campus with no disability services assistance. I realize now that I was alone not because there were no other people with disability experience who wanted to do what I did, but because the barriers to their participation were overwhelming. I was lucky. I crafted my own set of accommodation solutions and standards and found faculty who would allow me to do it my way. I thrived in that flexibility. What I lacked was a community of peers. I have spent the rest of my life and academic and service career making sure that would never be the case again. I
had to do a dissertation NOT about disability to prove my worth as a scholar. In my postdoctoral work I embraced disability studies and the disability rights movement as my area of theoretical and policy analysis and implementation and never looked back. I have founded and directed academic, professional, and community organizations on disability. All this time the higher education participation of people who experience disability has steadily increased. We can no longer make it up as we grow. My reluctance is that the development and professionalization of a new field is always accompanied by areas of rigidity. However, in this case the need is extreme. People who want to work in disability services in higher education need to know a core of information that overlaps with but is also different from that of people who work in K-12 education, different from those schooled in employment accommodations, different from the needs of architects, city planners, rehabilitation staff, correctional officers, transportation planners, health care professionals, lawyers, and of disability studies academics. No one is teaching this kind of curriculum.

I spent 12 years on the founding board of directors of the Society for Disability Studies (SDS) and two years as its most recent president. I was just honored as its 2014 Senior Scholar. From its inception SDS did look at issues of service. Initially and today SDS is populated with faculty and graduate students who study disability, roughly half of whom also have personal disability experience. The Association of Higher Education and disability (AHEAD), which formed a few years later, took on the major task of codifying what services fit the needs of the people of the educational industry and its legal mandates. AHEAD as well attracts members with disability who want to share their skills. A most promising trend has been how these two organizations have moved closer together. They now share an administrative office. Their presidents attend and present at each other’s conferences. They look to each other for support and guidance in formulating policy and in research on the continually broadening concerns of changing and diverse populations who experience disability. It is to this trend that this proposal is most responsive.

The Association of Higher Education and Disability has completed three iterations, 2008, 2010, and 2012 of an extensive survey of its members, done initially by Wendy Harbor and then by myself. Our results support the curriculum design of this proposal and attest to its need. People are looking for this kind of training. It is not simple. For example, my AHEAD research shows that although slightly over half (52%) of all disability services offices are housed in student affairs, a significant minority (25%) of campuses serve the needs of both students and faculty, and even other staff with disability, out of the same offices and some with the same staff. The complexity can be amazing. For many years the most common student accommodation has been more time. More time for tests, for assignments, and lower course loads. College became a 5-6 year long holding pattern. Giving students more time costs schools nothing and may in fact inflate tuition revenues. This practice does not prepare students for an employment situation where more time is probably the last accommodation granted. It also won’t work for disabled faculty or staff. Students themselves are becoming increasingly sophisticated as education costs go up. Today’s students look for accommodations that do not require extra time. The next generation of disability service staff in higher education cannot learn this complexity on the job after a general MA or MS in social work, business, counselling, or even special education, the fields in which the soon to retire generation trained.

Applications will far exceed the allocated student spots and there will be a demand for program classes from students enrolled in other programs as well. The AHEAD research documents that most staff seek further training. Because of my role as the most recent AHEAD staff researcher, I frequently field questions as to where that disability service training is available. I have no good answer. Working professionals understand they need to update their skills and that a masters level degree is now necessary as an entry point credential.
CUNY School of Professional Studies is the perfect place to respond to the existing needs of higher education and to further extend knowledge of both fields — disability studies and disability services and their interaction. These fields need to develop in concert. There is a potential for divisiveness. Students who experience disability may resent disability service offices as gatekeepers to services, even if they both share disability experience. Faculty may not understand how educational accommodations work in practice. None of this is mechanical. There is an art to constantly reevaluating how to meet individual and collective needs.

Disability studies faculty and students have and will continue to do research on disability services. Scholars do care what theory and philosophy administrative and service staffs hold, consciously or unconsciously, that underpins their work. Disability service staff need and want to be at least conversant in basic disability studies, but they also need practical training in how to develop, provide, and evaluate services and service policies in a rapidly changing higher education environment.

Most of the students who come to this program will be part time and online. This is a national trend. Online instruction allows the proposal to assemble a stunning array of professionals as faculty. However, a fully online or hybrid class also dramatically changes the educational technology to which students and faculty with disability must be accommodated. Software developers are not as well versed in access issues as they should be. Each plug-in must be assessed for accessibility and faculty need to be trained in the proper use of each tool. Because of the number of students with a wide array of disability experience already enrolled in disability studies classes; CUNY SPS has that practical experience. Student services can no longer be based on a core of tenured faculty who learn how to make their classes accessible by repetition and trial and error. The majority of all higher education is now taught by contingent faculty. This further shifts the job of accessibility and accommodation development away from faculty to trained disability services professionals. This is particularly tricky in online classes. This is absolutely new territory. Many people think that delivering classes online solves access barriers. This is true for some people. However, it also creates new barriers and changes how barriers can best be removed. The classic paradox persists — technologies that were developed to create disability access go mainstream but become homogenized and rigidified and no longer meet their original goals.

CUNY SPS has the requisite experience in its educational technology support. CUNY has the reputation and experience to make the sociocultural analysis in its disability studies MA program. Adding this new complimentary MS program would further place CUNY as a leader in a growing profession.

Sincerely,

Devva Kasnitz

Devva Kasnitz, Ph. D.
TADDAC Commissioner
Adjunct Professor, CUNY
Past President, Society for Disability Studies
May 30, 2014

To whom it may concern:

The Center for Independence of the Disabled in New York strongly supports the creation of a Master of Science degree in Disability Services in Higher Education. We believe that the proposed program would make a significant contribution to furtherance of the goals of the Americans with Disabilities Act as we prepare to celebrate its 25th Anniversary next year. We are pleased to have the opportunity to offer you our perspective.

The Center for Independence of the Disabled in New York (CIDNY) was the first disability civil rights organization created in New York State. Our mission is to ensure full integration, independence and equal opportunity for all people with disabilities by removing barriers to the social, economic, cultural and civic life of the community. CIDNY helps people with disabilities gain the skills and services they need to live independently in the community and advocates for fair and effective policies that improve the quality of life for people with disabilities. In 2013, we reached nearly 18,000 New Yorkers; their diversity reflects the communities we serve.

The overwhelming majority of our Board members and staff are credentialed professionals with disabilities. A significant portion of the individuals we work with are high school students transitioning to adult life, including college. We have had occasion to interact with Disability Services Offices throughout New York City to advocate for equal access for students with disabilities and the appropriate application of the Americans with Disabilities Act, the IDEA and other applicable laws.

According to the American Community Survey, in New York City there are 441,598 working-age (ages 18-64) individuals with disabilities and 73,167 of these individuals have Bachelor’s degree or more. This is a college degree rate 16.6 percent, which is considerably less that the 34.1 percent degree rate of their counterparts without disabilities. There is a degree gap of 17.6 percentage points. This degree gap is smaller than the degree gaps of the United States (17.1 percentage points) and New York State (18.9 percentage points).

The degree gap is a contributor to the gap in employment experienced by people with disabilities in New York City. Only 140,448 individuals with disabilities are employed. This is an employment rate of 31.8 percent, which is substantially less that the 73.1 percent employment rate of their counterparts without disabilities. There is an employment gap of 41.3 percentage points. This employment gap is larger than the employment gaps of the United States (39.6 percentage points) and New York State (40.9 percentage points).
Lack of educational attainment is also a factor in the lag in household income for people with disabilities. People with disabilities live in households with lower incomes than people without disabilities. For individuals with disabilities, the median equivalized household income is $30,555, compared to $58,072 for the working-age population without disabilities. There is an income gap of $27,517. This income gap is substantially greater than the income gaps of the United States ($20,514) and New York State ($26,288).

If education is key to participation in a democracy, work, and to economic well-being, we can no longer deny people with disabilities the educational resources needed to flourish. The key to ensuring that students with disabilities can succeed in academic environments is often the provision of legally mandated accommodations.

To be effective, Disability Services professionals must master complex legal mandates, have an appreciation of the struggles of students with disabilities to position themselves in the adult world, have excellent technical, interpersonal and mediation skills. In our experience in the disability field, all these attributes are required to bring all of the parties involved into accord and reflect this accord through individualized plans for accommodations. From our perspective, it is particularly critical that Disability Services professionals have a high degree of disability literacy.

We reviewed the proposed courses and believe that the coursework, readings and field work are well related to the increasingly sophisticated requirements for Disability Service professionals. We are particularly impressed by the scope of the legal coursework and the Capstone Course. We believe the program is well rounded.

We would be pleased to respond to any questions concerning the opinions we've expressed here. We thank you for the opportunity to express our support for the program.

Best regards,

[Signature]

Suzan M. Notha J.D.
Executive Director
Faculty Curriculum Vitae

This section contains the first two pages of the Curriculum Vitae for the following faculty:

Carrie Basas
Mariette Bates
Sheryl Burgstahler
Cristina Finan
Matthew Korobkin
Jacqueline Leber
Christopher Leydon
Raymond Perez
Kevin Tucker
Rebecca Williford
CARRIE GRIFFIN BASAS, ESQ.
3220 37th Ave. West
Seattle, WA 98199
918-949-1977 (mobile)
cdg@post.harvard.edu
http://ssrn.com/author=797548
Licensed in WA (active) and Massachusetts (inactive)

PROFESSIONAL INTERESTS
• Disability Policy
• Equity in Education
• Access and Universal Design
• Employment Law and Discrimination
• Labor Law and Collective Bargaining
• Civil Rights and Disability Rights

EDUCATION

HARVARD LAW SCHOOL. JD, 2002.
Activities and Awards:
• Harvard Civil Rights — Civil Liberties Law Review: 1L Member
• Harvard Defenders: Assignment Coordinator, Team Leader & Student Attorney
• Research Assistant: Prof. Samuel Bagenstos
• Department of Justice Summer Honors Intern (Civil Rights Division)
• Ethel Louise Armstrong Foundation Scholar
• Paul Hearne Award for Disability Rights Leadership — American Association of People with Disabilities

SWARTHMORE COLLEGE. BA with Honors (Psychology, Sociology/Anthropology), 1999.
Senior Honors Thesis: Women’s Diagnoses and the Construction of Personal Identities
Activities and Awards:
• National Black Women’s Health Project: wellness program leader
• Research Assistant: Profs. Jeanne Marecek & Kenneth Gergen (Psychology)
• Truman Scholar
• Eugene Lang Opportunity Scholar

ACADEMIC APPOINTMENTS

SAINT JOSEPH’S COLLEGE OF MAINE, Standish, ME (telecommuting)
Adjunct Faculty Member: Online MBA and Master of Accountancy Programs, 2005 — 2007, July 2012 — Present
Courses taught: Business Law, Corporate Social Responsibility and Ethics, Accounting Law, Ethics

UNIVERSITY OF AKRON SCHOOL OF LAW, Akron, OH
Researcher/Consultant, July 2012 — January 2013

CASE WESTERN RESERVE UNIVERSITY SCHOOL OF LAW, Cleveland, OH
Proposal to Establish a Master of Science in Disability Services in Higher Education
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Visiting Associate Professor of Law, July 2011 — July 2012  
Courses taught: Disability Law, Professional Responsibility, Criminal Law

UNIVERSITY OF NORTH CAROLINA SCHOOL OF LAW, Chapel Hill, NC  
Visiting Assistant Professor of Law, July 2010 — July 2011  
Courses taught: Disability Law, Labor Law, Criminal Law

HARVARD LAW SCHOOL, Cambridge, MA  
Post-Graduate Research Fellow, August 2009 — July 2012

UNIVERSITY OF TULSA COLLEGE OF LAW, Tulsa, OK  
Assistant Professor of Law, July 2008 — July 2009  
Courses taught: Professional Responsibility, Criminal Law

PENNSYLVANIA STATE UNIVERSITY — DICKINSON SCHOOL OF LAW, University Park, PA  
Visiting Assistant Professor of Law, July 2007 — July 2008  
Courses taught: Professional Responsibility, Legal Writing and Research

UNIVERSITY OF VIRGINIA SCHOOL OF LAW, Charlottesville, VA  

OTHER LEGAL & NONPROFIT EXPERIENCE


Energy and Civil Rights Attorney, Spiegel and McDiarmid, Washington, DC, Summer 2003

Judicial Law Clerk to the Hon. Neal E. Kravitz, DC Superior Court, 2002 — 2003

PUBLICATIONS

Books

LAWYERS, LEAD ON: LAWYERS WITH DISABILITIES SHARE THEIR INSIGHTS (2011), ABA Press

Articles & Book Chapters


Universally Designing the Public Sector Workplace: Technology as Disability Access, 16 WORKING USA 69 (2013).


Mariette J. Bates  
330 West 55th St. # 6C  
New York, NY 10019  
212-581-0784 (evening)  
212-889-5760 (daytime)  
646-732-4600 (cell)  
mariettebates@gmail.com

Education

Doctor of Philosophy, Philanthropy  
Specialization in Developmental Disabilities  
Union Institute, 1995.

Graduate Study, Ethics and Bioethics  

Certificate, Not-for-Profit Management  
Columbia University Graduate School of Business, 1984.

Bachelor of Science, Community and Human Services  
Empire State College, 1989.

Teaching Experience

• Distinguished Lecturer, M.A. in Disability Studies and Advanced Graduate Certificate Program in Disability Studies, School of Professional Studies City University of New York, 2008 – present (Adjunct, 2005 – 2008). Courses taught: Psychosocial, Cultural and Political Aspects of Disability, Disability History, Disability Service Administration, Research Methods, Directed Fieldwork.

• Developed first BA in Disability Studies in the U.S. 2012.

• Created 3-Course Certificate Program in NonProfit Development for the City University of New York’s School of Professional Studies, under a Kellogg Foundation-funded project, 2006.

• Adjunct Assistant Professor, City College’s Center for Worker Education, 1994 - 2008

  Created and taught:  
  • Perspectives in Disability Studies  
  • Introduction to Developmental Disabilities  
  • Issues for Adults with Developmental Disabilities  
  • Transition for Individuals with Developmental Disabilities  
  • Modern Management of Non Profit Organizations  
  • Introduction to Grantsmanship and Proposal Writing  
  • American Philanthropy: Voluntary Action for the Public Good  
  • Behavior In Organizations

• Faculty Associate, Columbia University Institute for Not-For-Profit Management, 1985 – 1992. INM is a program of the Graduate School of Business at Columbia University. Team-taught negotiating, collective bargaining and conflict resolution to non-profit executives.
Professional Experience

**Academic Director**

Responsible for overall academic direction of Master’s of Arts, Advanced Graduate Certificate, and BA in Disability Studies Programs

Responsible for overall direction of disability studies program at the City University of New York, including curriculum development, recruitment and hiring of faculty, faculty development, organizing the Disability Studies Lecture Series, program development, promoting universal design in education throughout the program, student recruitment and retention.

**Disability Studies School of Professional Studies, City University of New York 2008 - present**

**Vice President Maidstone Foundation 1984 – 2008**

Provide consultation and training to nonprofit organizations, from start-up to budgets of $90,000,000. Advocacy and Systems Change Strategic Planning, Board Development, Organizational Development, Program Planning, Program Evaluation, Grantwriting and Fundraising. Worked with over 600 non-profits since co-founding Maidstone Foundation; the majority in the field of disabilities.

**Director, Resource Center for Developmental Disabilities.** Specialized service for un- and underserved individuals with developmental disabilities. Systems change advocacy and assistance for consumers and parents, new self-help groups, or new non-profits. Provide family support, in-home support and service coordination for Russian speaking families with children with disabilities. Ongoing consultation with Special Masters and court monitors about systems change individuals who are mentally ill or developmentally disabled.

**International Projects,** Maidstone assists international organizations advocating integration and inclusion of people with disabilities into society. Current projects include a physical rehabilitation program for children in Tena, Ecuador, and assistance to the Quality of Life Foundation in Moscow, Russia. Created and Co-Directed State-Department funded project to organize self-advocates in Ecuador 2000-2002; numerous other international projects, including an evaluation project at the University of the West Indies with CUNY’s JFK Jr. Institute for Worker Education under a US AID grant and advising Chinese Medical Association in developing community based rehabilitation; presentations at Inclusion, Int’l conferences.
SHERYL BURGSTAHLER

Director, DO-IT Center and Accessible Technology Services & Affiliate Professor, College of Education, University of Washington (UW), Seattle, WA

Highlights

Degrees
Ph.D. in policy, governance, and administration of higher education, specializing in development and deployment of technology tools and services that are accessible and usable by all learners. Master's and bachelor's degree in mathematics and education.

Founder and director of award-winning DO-IT Center at UW
PI/Co-PI of grant-funded projects totaling more than forty eight million dollars from dozens of sources over twenty years. Activities for K-12 and postsecondary educators focus on technology-based instruction, inclusive teaching practices, and universal design. Interventions to increase the success of students with disabilities in college and high tech careers include on-site and online mentoring, internships and other work-based learning, summer programs. The Center supports a comprehensive collection of online resources, including K-12 and postsecondary curriculum and a searchable Knowledge Base. www.uw.edu/doit

Teaching
Broad range of on-site, online, and hybrid teaching experiences at precollege, community college, four-year college, and research university levels, including mathematics, computer programming, disability issues, and professional development of K-12 teachers and postsecondary faculty in technology-based instruction and inclusive instructional practices. Instructor of first UW course taught online; instructor in and advisor to the UW certificate program in E-Learning Design.

Educational technology leader
Director of a broad range of campus-wide IT services with areas of responsibility that have included customer support, consulting, student computing spaces, technology training and professional development, software site licensing, a computer sales program, regional computer fairs, and an access technology showroom and testing area. Has run multiple organizations, managed budgets, collected/analyzed evaluation data, and hired and developed talent for teamwork.

Presentations
Has delivered over two hundred presentations, including more than thirty five keynote and plenary presentations at national and international conferences and meetings.

Publications
Author/co-author of more than sixty articles in peer-reviewed publication, editor of four peer-reviewed books/journal issue, author/co-author of eight books and six book chapters, author of more than one hundred other publications, and director of projects that have produced more than thirty five video presentations.

Professional Preparation
B.S., Mathematics Education, UW, 1970
M.A., Mathematics, UW, 1975
Ph. D., Policy, Governance, Administration of Higher Education, UW, 1992

Appointments

Administrative Experiences
Founder & Director, DO-IT (Disabilities, Opportunities, Internetworking, & Tech.), UW, 1992–present.
Director, Accessible Technology Services, UW Information Technology, UW, 1991–present.
Manager/Assistant Director, Micro Support Group/Desktop Computing Services, UW, 1984–91.
Chair, Department of Mathematics & Computer Science, Saint Martin's College, 1980–84.

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Director, Computer In-service, Microcomputer Resource Center, Saint Martin's College, Lacey, WA, 1982–84. Education Center Administrator, U.S. Department of Defense, South Korea, 1975–76.

Postsecondary Teaching—Mathematics, Computer Science & Applications, Teacher Education

Pre-college Teaching Experiences—Mathematics

Online Teaching Experiences—Online Learning Design; Accessible Technology; Design of Accessible and Compliant Online Learning
Introduction of the design of online learning, Assistive technology for people with disabilities, University of Washington; Accessibility and compliance in online learning, Rutgers University.

Selected Publications


Cristina Finan

Education

Expected 2014  CUNY School of Professional Studies  New York, NY
MA in Disability Studies

Expected 2015  Hunter College  New York, NY
MA in Cultural Anthropology

Earned 2002  Michigan State University  East Lansing, MI
B.A. in Cultural Anthropology

Experience

January 2014–Present  Johns Hopkins University  Baltimore, MD
• Interpret the ADA to ensure that accommodations are delivered thoroughly, effectively, and efficiently
• Build needed connections with faculty members, lecturers, graduate assistants, and information technology professionals supporting learning inside and outside the classroom.
• Design and implement systems that meet the accommodation needs of undergraduate and graduate students on JHU's Homewood campus through the selection and implementation of various forms of assistive technology and through the refinement and management of the processes for note-taker acquisition and assignment, materials conversion, captioning and transcription, and in-class ASL interpretation and real-time transcription
• Revise and maintain the Office for Student Disability Services website, and use it as a tool for timely communication with students, parents, and faculty

May 2013–December 2013  Trinity Washington University  Washington, DC
• Daily engagement with the student population in an open door office assisting with registration, financial aid, and bursar issues.
• Verified FAFSA application information through the processing of submitted documentation, including Verification Worksheets, and Tax Return Transcripts
• Processed all private scholarships from entering them into the PowerFaids system to disbursement of them through PowerCampus as well as the transferring of funds in coordination with the business office.
• Processed public funds and alternative loans including VA benefits, RSA, and Sallie Mae
• Processed all student refunds after disbursement of Title IV funds as well as after the R2T4 process.
• Registered students for their courses through the PowerCampus system

2006–April 2013  City University of New York School of Professional Studies  New York, NY
Student Services Coordinator (2010–Present)
• Developed and maintained all policies and procedures for disability services office. Created a comprehensive webpage on the SPS website for students and faculty to access forms and resources. Created the first SPS resource lab for students with disabilities. Oversaw support staff who provided reader and note-taker services for students. Provided accommodations at SPS events. Advocated for students with disabilities with senior leadership staff. Advised students on availability and benefits of assistive technology.
• Provided support and services to veterans through programming created in coordination with COVA (Central Office Veteran Affairs), annually participated in the NYC Veterans Day Parade on the CUNY float, developed marketing campaigns and promotional material directed towards active military
promoting our online programming and affordability, trained faculty and staff on military cultural competency and on becoming a veteran friendly campus

- Offered student life activities and events, focusing on leadership development including co-chairing the CUNY Emerging Leaders Conference of 2012, selecting and participating with students at the CUNY Women’s Leadership Conference. Selecting students for the Malave Leadership Academy and nominating recipients for the Vice Chancellor’s Excellence in Leadership Awards. Established a vital position within the CUNY Counsel of Student Life Directors (CCSLD) for SPS.
- Coordinated study abroad opportunities, specifically the SPS Project Rwanda including all contracts, payments, web and blog creation and maintenance, emergency services, insurance policies, visa and state department registration. Generally this also includes informing students of all study abroad opportunities available throughout CUNY and the eligibility process.

**Helpdesk Specialist (2009-2010)**

- Provided technical support to SPS students and staff through email, phone, and remote support. Interacted daily with approximately 25-40 students while utilizing online software to create, log and track Helpdesk tickets
- Provided reports, analysis and recommendations as necessary to the Operations & Technology Director and performed other duties as assigned including email account and identification card creation
- Developed training manuals for the use of SIMS (student information management system) by all administrative departments and provided trainings to new hires

**Admissions Specialist, Academic Advisor (2006-2008)**

- Assisted with student admission inquiries in phone, Live Person chat, and email form
- Advised approximately two hundred students at a time, helping them through the application process and guided them in course selection and degree progress through graduation
- Helped develop the transfer credit evaluation template for the BS in Business and the BA in Communication and Culture.
- Performed routine clerical work such as copying, filing, and completing “ticket requests”

**Adjunct Lecturer- Lehman College (08/2007-12/2009)**

- I developed my own syllabi for classes and taught them using a writing intensive model
- These classes included Women in Latin America and Introduction to Cultural Anthropology. Both of which were taught in the Anthropology Department

**Adjunct Lecturer- CUNY School of Professional Studies (01/2008 – 05/2009)**

- I taught an asynchronous online course on global culture and diversity
- Through Blackboard I designed and developed the webpage used for this class

**AWARDS AND HONORS RECEIVED**

- Ribaudo Award for Information Technology Excellence CUNY 2011
- CUNY Graduate Center University Fellowship 2004-2007
- Phi Beta Kappa Spring 2002
- The National Society of Collegiate Scholars Spring 1999
EDUCATION

California State University, Dominguez Hills, CA
Graduate Certificate, Assistive Technology, June 2014

University of Pennsylvania, Graduate School of Education, Philadelphia, PA
Master of Science in Education, Education Policy, May 2008

Cornell University, School of Industrial and Labor Relations, Ithaca, NY
Bachelor of Science, Industrial and Labor Relations, May 2007

EXPERIENCE

Rodel Foundation of Delaware Wilmington, DE 4/12 -
Senior Program Officer, Education Policy
• Provides management and support for Rodel and outside partners’ projects on education policy issues such as special education, teacher quality, and personalized learning; manages the Rodel Teacher Council and the iEducate Delaware initiative
• Develops proposals on policy changes, implementation/evaluation planning, and programmatic structures for education reform, particularly in the area of educator preparation

Commonwealth of Massachusetts
Department of Elementary and Secondary Education Malden, MA 3/11 – 4/12
Educational Specialist, Office of Special Education Planning and Policy (SEPP)
• Managed statewide data collection, analysis, training, and technical writing for early childhood reporting (Indicators 6 and 7), State Performance Plan / Annual Performance Report (SPP/APR) submitted to the Office of Special Education Programs, US Dept of Ed
• Created and participated in statewide special education policy technical assistance
• Approved/reviewed special education IDEA grants; provided technical assistance in the area of grant writing
• Served as state liaison to the Massachusetts Special Education Parent Advisory Council

FLLAC Educational Collaborative Shirley, MA 2/09 – 2/11
Assistive and Instructional Technology Specialist
• Consulted with students, parents, and special education administrators on Assistive Technology integration and the student Individualized Education Plan (IEP) by providing student and classroom evaluations
• Provided guidance to school leaders on Assistive Technology and the Individuals with Disabilities Act
• Coordinated professional development trainings, throughout central-Massachusetts, on the use of assistive technology and compliance with the IDEA
• Developed and managed FLLAC Online Employee Orientation
• Served as a lead teacher, FLLAC Summer PDD/ASD Program

The Protestant Guild for Human Services, Inc. Waltham, MA 2/08 – 2/09
Technology Curriculum Manager
• Coordinated all student Assistive Technology/Instructional Technology software, hardware, and curriculum needs; fostered relations with technology vendors; managed technology budget
• Designed technology curriculum and instructed class using Lego Mindstorms
• Led conversion of IEP management system from paper to eSped; led fact finding team on upgrading the student information system
• Facilitated site purchase and training of SPSS for members of the PGHS Quality Assurance department

CONSULTING

Maidstone Foundation New York, NY 11/09 -
Consultant and Instructor
• Developed and instructs an online, asynchronous Assistive Technology professional development course for Massachusetts teachers (10 professional development points offered for teacher certification)
• Serves as virtual project manager to the Cross Mentoring Initiative, providing back-office support to small nonprofit organizations

CERTIFICATION

Rehabilitative Engineering Society of North America (RESNA)
Certified Assistive Technology Professional (ATP)
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Massachusetts Department of Elementary and Secondary Education
K-12 Instructional Technology Teacher License

Delaware Department of Education
Birth-2 Special Education, K-12 Special Education, K-12 Gifted and Talented

Assistive Technology Courses Developed and Taught by Matthew Korobkin, MSEd

Assistive Technology 101 – 10 hours, Online & Asynchronous – Maidstone Foundation – October 2012 to present

Kurzweil 101: Providing Resources for Students with Vision Impairments – Quabbin Regional High School, Quabbin Regional School District – February 2011


Integrating iPods, iPads and Touchscreens in the Classroom – FLLAC PDD/NOS Classroom, Ayer, MA, September 2010

Promethean Board and “The ActivClassroom” 101 –Caldwell Alternative School, Fitchburg, MA, March 29, April 1, 2010

The Basics of Boardmaker v6 with Speaking Dynamically Pro –Shirley Middle School, Shirley, MA, March 15, 18, 22, 2010

Naturally Speaking/Reading Pens as tools for Success in the Classroom—Shirley Middle School, Shirley, MA, October 27, 2010

FLLAC All-Staff Compliance Training –Virtual Training/Assessment, Online and Asynchronous, July 2010

iPad ProLoQuo 2 Go Training – Ayer High School, Ayer, MA, September 15, 2010

Literacy Tools by Don Johnston – Solo (Read:Out Loud, Write:Out Loud, and Co: Writer), Shirley Middle School, Shirley, MA, November 2, 5, 9, 12, 2009

Introduction to Assistive Technology – Shirley Middle School, Shirley, MA, October 6, 2010

IntelliKeys and Overlay Maker – Shirley Middle School, Shirley, MA, September 17, 24, October 1, 8, 2009

Cause and Effect – Software, Touchscreens, and Switches—Shirley Middle School, Shirley, MA, September 14, 21, 28, October 5, 2009

IntelliTools Classroom Suite 101 –Leominster High School, Leominster, MA, September 23 and October 17, 2009

Promethean Board and Students with Disabilities – Caldwell Alternative High School, Fitchburg, MA, June 2 and 12, 2009

Chat PC to Desktop Chat - West Boylston, MA, March 24, 2009

Clicker 5 (with OCR), Close Pro, Clue Writer, Write Out Loud – Ayer High School, Ayer, MA, March 10, 2009


The Apple Computer and Accessibility Options – Protestant Guild for Human Services, Waltham, MA – December 2008

Working with the SLP to integrate the Dynavox V Into the Classroom – Protestant Guild for Human Services, Waltham, MA – October 2008

Lego MindStorms: Reinforcing Science in through Experiential Learning – Protestant Guild for Human Services, Waltham, MA – August 2008

Integrating SmartBoards in the Special Education Classroom – Protestant Guild for Human Services, Waltham, MA – June 2008
Jacqueline Leber
440 East 81st Street, Apt 1G ● New York, NY 10028 ● (646) 300-3505 ● jacquelineleber@yahoo.com

EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, NY
Doctorate of Education Anticipated, Curriculum and Teaching.
Dissertation Proposal: Approved; Honors: Baldwin Scholar in Learning Disabilities

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, NY
Master of Arts, Special Education – Learning Disabilities

LEHIGH UNIVERSITY, BETHELHEM, PA
Bachelors of Arts, Major: Psychology, Minor: Education
Honors: Contribution to Student Life Award; Dean Appointed Intern & Peer Mentor; Dean's List

CERTIFICATIONS
NY Permanent Certification, Special Education K-12
NJ Permanent Certification, General Education K-8
NJ Permanent Certification, Teacher of the Handicapped N-12

PROFESSIONAL EXPERIENCE

QUEST BUILDERS GROUP, NEW YORK, NY
March, 2013 – Present Administration

YORK PREPAREDATORY SCHOOL, NEW YORK, NY
May, 2005 – Aug. 2011 Director of Admissions
o Oversee and manage the efficient workings of a demanding admissions operation
o Effectively communicate the school's mission, philosophy, values, and programs
o Interview and screen candidates for admissions
o Foster relationships with feeder programs, fellow admissions professionals, and relevant community organizations
o Compile and analyze admissions data trends and projection.
o Manage financial aid evaluations and decisions
o Design admissions materials and advertisements
o Coordinate student applications for public high school admissions

June, 2006 – Aug. 2011 Teacher
o Math (Grade 7) – 2008-Present
o Honors Seminar in Educational Psychology (Grade 11) – 2009-Present
o Academic Support Advisor (Grade 10) – 2007-2008
o Special Education Geometry Teacher (Grade 11) – 2006-2007

May, 2007 – Aug. 2010 Director of Alumni Relations - Established School’s First Alumni Relations Department

HUNTER COLLEGE-CUNY, NEW YORK, NY
Jan. 2006 – May 2007 Adjunct Instructor – Department of Special Education

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, NY
Jan. 2006 – May 2007 Adjunct Instructor – Department of Curriculum & Teaching
Sep. 2004 – Jan. 2005 Student Teacher Supervisor – Department of Curriculum & Teaching
Sep. 2004 – May 2005 Teaching Assistant – Department of Curriculum & Teaching

GEORGE WASHINGTON MIDDLE SCHOOL, RIDGEWOOD, NJ
Sep. 2002 – June 2003 Special Education Teacher – Math & English (Grade 7); Resource Room (Grades 6 & 7)
Sep. 2001 – June 2003 General Education Teacher – Academic Skills (Grade 7)
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CHURCHILL SCHOOL AND CENTER, NEW YORK, NY
Jan. 2001 – May 2001  Assistant Special Education Teacher – History & English (Grades 8 & 9)

CENTER FOR EDUCATIONAL & PSYCHOLOGICAL SERVICES (CEPS), NEW YORK, NY

LEHIGH UNIVERSITY, BETHLEHEM, PA
Sep. 1998 – June 2000  Co-Founder/Developer - Better Understanding of Individuals with Learning and other Disabilities (BUILD)

PRESENTATIONS AND WORKSHOPS


Aschroft, C., Leber, J. Linney, D, Ready, S, (2000, August) Presented the dynamics of Lehigh University’s Peer Mentors Program so that it may be implemented at other colleges at the 12th Annual Postsecondary LD Training Institute, University of Connecticut, Harford, CT.

REFERENCES Available upon request
CHRISTOPHER LEYDON
433 74th Street, Brooklyn, New York 11209
347-733-3858 (c) • 718-238-1863 (h)
christopher.leydon@gmail.com

EDUCATION
Ph.D., CUNY Graduate Center, Comparative Literature 2010
Certificate in Medieval Studies, CUNY Graduate Center 2010
M.A., CUNY Graduate Center, Comparative Literature 2005
Certificate in Classical Latin, Latin/Greek Institute of CUNY Graduate Center 1998
B.A. St. John’s College, Annapolis, MD (and Santa Fe, NM), Liberal Arts 1993

HIGHER EDUCATION DISABILITY SERVICES EXPERIENCE
OFFICE OF STUDENT SERVICES, CUNY SCHOOL OF PROFESSIONAL STUDIES (CUNY SPS)
Student Services Coordinator  Sept. 2013 – present
Reporting directly to Director of Student Services, coordinate all aspects of disability services for students in online and face-to-face academic programs. Responsible for new student intake, implementation of accommodations, training of staff in alternative format policies and production, and assistive technology planning and implementation for new students, procurement of equipment, hiring and scheduling of part-time staff. Attend training workshops, conferences, and webinars related to disability services and assistive technology. Lead campus effort to make media fully accessible by closed captioning video materials. Evaluate accessibility of new campus facilities and suggest improvements. Represent CUNY SPS at university-wide meetings of Council on Student Disability Issues (COSDI), International Education Liaisons, and Council of Student Life Directors (CSDL). Also coordinate veteran’s services, identify and promote student leadership, scholarship, and study abroad opportunities, co-edit Student Connect newsletter, and act as Title IX Coordinator.

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS, THE GRADUATE CENTER (CUNY)
Special Assistant to the Director of Student Affairs (part-time)  Mar. 2012 – June 2013
Working closely with Director of Student Affairs, assisted with coordination of student disability services including implementation of accommodations, training of new staff in alternative format policies and production, and assistive technology planning and implementation for new students; undertook special projects; and assisted in updating policies/procedures for student applications for conference presentation funding and for Fulbright-Hays grants.

Student Affairs/Student Disability Services Assistant and Coordinator  Aug. 2004 – June 2010
Reporting to Director of Student Affairs /CUNY Legal Affairs Designee, coordinated reader, scribe, and proctor services; worked directly with students in these capacities; assisted with oversight of team of four to six other doctoral student employees; utilized assistive technologies to make course materials accessible to students with disabilities by converting printed documents to digital and audio format, and by providing demonstrations and training to students in selected access technologies; contributed to the analysis, formulation, and implementation of disability services policies; developed procedural protocols and checklists; maintained schedules and non-confidential files and tracking sheets.

TEACHING EXPERIENCE
BROOKLYN COLLEGE (CUNY), DEPARTMENT OF ENGLISH  (Brooklyn, NY)
Adjunct Assistant Professor 2011-2014
Adjunct Lecturer 2008-2010
• Comparative Literature: Medieval Literature (Comp. Lit. 3614)
• Overview of Literary Study I: Middle Ages to the 18th century (English 2120)
• Overview of Literary Study II: 19th century to the present (English 2121)
• Literature of the Middle Ages, Graduate Course (English 708X)
• Seminar: The Short Story, Graduate Course (English 795.7X)
QUEENS COLLEGE (CUNY), DEPARTMENT OF COMPARATIVE LITERATURE (Flushing, NY)
Adjunct Assistant Professor 2011-2013
Adjunct Lecturer 2009
Graduate Teaching Fellow 1999-2004
- Global Literature I: Pre-modern World Literature, Writing-Intensive (Comp. Lit. 101W)
- Global Literature II: Modern World Literature, Writing-Intensive (Comp. Lit. 102W)
- Great Books I: Ancient and Medieval Literature, Writing-Intensive (Comp. Lit. 101W)
- Great Books II: Modern Literature (Comp. Lit. 102)
- Medieval Literature (Comp. Lit. 211)
- Topic in Modern Literature: The Verse Novel (Comp. Lit. 215)

QUEENS COLLEGE (CUNY), DEPARTMENT OF ENGLISH (Flushing, NY)
Adjunct Assistant Professor 2011-2012
Adjunct Lecturer 2001
- Introduction to Literary Studies, Writing-Intensive (English 170W)
- Introduction to Poetry, Writing-Intensive (English 165W)
Composition II: Writing, Literature, Culture (English 120W)

JOHN JAY COLLEGE (CUNY), DEPARTMENT OF ENGLISH (New York, NY)
Adjunct Assistant Professor 2011
Adjunct Lecturer 2009-2010
- Medieval and Early Modern Literature (Lit. 231)
- Classical Literature (Lit. 230)

TOURO COLLEGE, HUMANITIES DEPARTMENT, WOMEN’S DIVISION (New York, NY)
Adjunct Instructor 2000
- Medieval Literature (Hum./Lit. 102)

PUBLICATION

CONFERENCE PAPERS AND PRESENTATIONS DELIVERED


“Reasonable Accommodations for Students with Disabilities,” to Comparative Literature Faculty, Queens College (CUNY), March 2013.


PROFESSIONAL OBJECTIVE:
To obtain an Adjunct Lecturer position with The City University of New York School of Professional Studies. Offering extensive experience in imparting knowledge of Counseling and Disability Service.

EDUCATION:
Ph.D. Clinical Psychology, expected 2016 Fordham University, Bronx, NY
Master of Arts Mental Health Counseling, 2008, Brooklyn College, Brooklyn, NY
Bachelor of Arts Sociology, 2006, Brooklyn College, Brooklyn, NY

PROFESSIONAL EXPERIENCE:
Assistant Director (Disability Services)
Baruch College, New York, NY 07/10-Present
• Oversee all functions of department in Director’s absence
• Assist in managing fiscal operations of the office including overseeing budget and human resources
• Perform, synthesize, analyze, compile, and interpret department statistics, retention and diagnostic reports
• Establish and responsible for maintaining a mentorship program that incorporates assistive technology, academic coaching, student life and executive functioning skills training
• Provide training and program facilitation for staff, students or faculty as appropriate
• Promote and support student activities and opportunities for student governance, leadership and participation in the College community
• Coordinate with students to identify barriers to full participation in the curricular and co-curricular environments and determine appropriate accommodations
• Review, collect, and maintain disability documentation presented by students as a tool in assessing access and planning individual strategies
• Participate actively in the continuing development of assessment tools for services, programs, and activities
• Provide consultation, information, resources and referral to students, College faculty, and staff members on universal design, social construction of disability and intersections of disability with campus environments
• Participate in College committees, task forces, and networks and serve as a liaison role with other departments

Counselor (Linking Employment Academics and Disability Services)
Brooklyn College, Brooklyn, NY 02/08-07/10
• Coordinated services in collaboration with VESID (Vocational Educational Services for Individuals with Disabilities) counselor
• Coordinated services in collaboration with college disability services and career services offices
• Provided academic intervention services
• Assessed for and provided various job readiness services
• Conducted individual and group counseling as needed to ensure progress toward student goals
• Supervised staff on the implementation of study techniques to enhance student academic success
• Administered monthly/quarterly activity progress reports
• Administered training workshops/presentations/mentoring and conference related instruction in disability related issues for High School and Higher Education establishments
• Administered training methods to implementing successful tutoring methods to college academic tutoring personnel
• Administered intake and background assessment
• Interpreted student psychological and medical documentation to meet compliance with College and VESID regulations
• Maintained and updated student program database in order to track student success, provide accurate academic retention, and monitor job placement

Adjunct Lecturer (Psychology Dept.)
Brooklyn College, Brooklyn N.Y 08/08-05/09
• Lectured on the Fundamentals of Psychotherapy
• Created and implemented course syllabus
• Conducted student counseling and guidance on Psychology Major and Minor
• Supervised undergraduate students completing field placement at Coney Island Hospital
• Administered training workshops to incoming adjunct faculty on understanding and working with students with disabilities

Accommodations Specialist (Disability Services)
Brooklyn College, Brooklyn, NY 01/07-02/08
• Tracked academic progress of students
• Coordinated services in collaboration with professors
• Provided classroom accommodation for students with disabilities
• Conducted student counseling
• Responsible for providing a variety of legally mandated services to students with documented disabilities
• Scheduled exams and testing arrangements for each student
• Organized note takers and Scribes that would be used for students in the classroom setting

Assistive Tech. Specialist (Disability Services)
Brooklyn College, Brooklyn, NY 06/04-01/07
• Supervised and trained staff on document conversion services, such as scanning and Brailing
• Supervised and trained staff on the maintenance and upkeep of assistive devices
• Responsible for all student requests for electronic text and tactile conversion
• Conducted workshops for staff and students in the necessary adaptive software
• Conducted student evaluations to determine the appropriate assistive technological tools necessary to enhance student success
• Maintained Microsoft Office Access database of all available digital textbook files on campus
• Provided training for CATS (CUNY Assistive Technology Services) in scanning and the use of ABBY Finereader software

COMPUTER SKILLS:
Windows 95-Windows 8.1 ▪ Microsoft Office ▪ Internet ▪ E-mail ▪ Kurzweil 1000 ▪ Kurzweil 3000 ▪ Jaws
Dragon Naturally Speaking ▪ ZOOM Text ▪ Magic ▪ Read &Write Gold ▪ SPSS

AWARDS:
Dean’s List

FOREING LANGUAGES:
Fluent in Spanish.
Kevin Tucker  
6508 Cooper Avenue  
Glendale, NY 11385  
718.821.6362  
kevin.tucker@earthlink.net

EDUCATION:
2016(expected) Ed.D. Northeastern University (ABD)
1994 M.A. (Sociology), New York University.
1989 B.A. (Sociology), Queens College, CUNY.
1987 A.A. (Liberal Arts), Borough of Manhattan Community College, CUNY

2013 – Present: The City University of New York, New York, NY.
University Director, Student Life & Executive Director, Malave Leadership Academy
- Continue all responsibilities listed below under Executive Director, Malave Leadership Academy.
- Serve as Central Office liaison to CUNY Council of Student Life Directors.
- Develop, promote, and evaluate system-wide co-curricular opportunities and services for students
- Coordinate professional development opportunities for professional staff.
- Coordinate student conferences and awards ceremonies.

2010-2013: The City University of New York, New York, NY.
Executive Director, Malave Leadership Academy
- Coordinated student leadership development program housed in the university's Central Office.
- Partnered with campus stakeholders to re-envision program recruitment and structure.
- Prepared students to engage elected officials regarding university legislative priorities.
- Worked with major non-profits to organize community service activities.
- Coordinated student leadership curriculum development.

2007 - 2010: The City University of New York, New York, NY.
Operations Manager, LEADS Project, CUNY Office of Student Affairs
- Member of the Leadership Team that coordinates NYS Vocational Rehabilitation sponsorship for CUNY students with disabilities enrolled across twenty-two campuses.
- Establish and oversee enrollment targets for twenty campus counselors, as well as, all statistical reports and data requests related to the project.
- Manage implementation of Efforts-to-Outcomes case management software as a pilot for future use throughout Student Affairs.
- Liaison with both the NYS Board of Regents and the NYS Education Department’s Assistant Commissioners regarding current project status and projected outcomes.
- Create and administer a three-year, 7.8 million dollar budget, including oversight of all expenditures, fiscal reports, and audits.

Assistant Director of Education
- Coordinated enrollment, educational support services and fiscal case management to members in various post-secondary educational programs for the nation’s largest Labor-Management Training Fund.
- Negotiated the development of additional Nursing and Allied Health programs with Public, Private, and Proprietary institutions.
- Supervised multiple teams comprised of twenty-three Nurse-Educators, Program Specialists, Program
Assistants and Administrative Assistants.

- Directly managed multiple hard and soft funding streams in excess of twenty million dollars.


**Deputy to the Vice President for Student Affairs**

- Supervised fourteen professional staff within the following units: Career Center; International Student and Scholar Services; and Student Disability Services.
- Served as campus Judicial Officer responsible for student discipline.
- Managed Divisional Financial Aid and Scholarship funds, including Campus Emergency Loan Program and Divisional Trust and Gifts accounts, totaling six million dollars.
- Served as ombudsperson for students’ problems and complaints.
- Oversaw Divisional assessment initiatives.
- Served on the Board of Directors of the Student Services Corporation.


**Director, Office of Student Disability Services**

- Review disability documentation and assess for appropriateness.
- Responsible for coordinating reasonable accommodations and academic adjustments for students with disabilities.
- Instituted several new student support services initiatives.
- Organized disability awareness workshops.
- Managed multiple funding streams.
- The number of students registered with the office increased by sixty-nine percent over three years.
- Served as Chair of the Campus Food Service Committee.
- Served on the Board of Directors of the Student Services Corporation.


**Project Manager, CUNY Assistive Technology Services (CATS).**

- Responsible for providing assistive technology support services to the nineteen CUNY campuses including student evaluation and training, product referral, AT lab design and set-up, and staff training.
- Negotiated, purchased, and coordinated, assistive technology software site-licenses for CUNY.
- Organized a CUNY assistive technology conference and vendor exposition.
- Utilized assessment instruments to evaluate the level of technological access on each CUNY campus.
- CATS named one of the 100 “best practices” nationally by the American Association of Public Colleges and State Universities.

Y.

1993
Introduction to Sociology, Department of Sociology, New York University.

1992
Introduction to Sociology, Department of Sociology, New York University.

**PROGRAM DEVELOPMENT:**

1996
New York State Office of Mental Health and Labor Education Advancement Program, Queens College, CUNY. Designed a course in Deviance and Social Pathology centered on Disability Studies.

1994
New York State Office of Mental Health and Labor Education Advancement Program, Queens College, CUNY. Designed a Disability Module for use in Introduction to Sociology classes.
LEGAL AND PROFESSIONAL EXPERIENCE

Disability Rights Advocates, Berkeley, California
- Staff Attorney (9/11 to present)
- LD Access/Ryder Foundation Fellowship Attorney (9/09-9/11)
- Summer Law Clerk (5/08-8/08)

• Litigate high impact cases regarding the civil rights of people with disabilities. Participate in all aspects of litigation and complex case management in both state and federal court. Litigation experience includes complex discovery, law and motion, trial preparation, settlement negotiations, structured negotiations, and media relations. Supervise representation of the diverse needs of people with disabilities in various California Public Utilities Commission proceedings (7/11 to present).
• Hire and supervise fellowship attorneys, summer law clerks, and externs (2013 to present)
• Hire and supervise paralegals and litigation assistants (1/13-1/14)
• Representative cases include:
  - BCID, et al. v. Bloomberg, et al., Case No. CV 11-6690 (JMF), 2013 WL 5943995 (S.D.N.Y.), (successful trial verdict in first trial of its kind in the nation - class action representing more than 900,000 people with disabilities in a challenge to New York City’s failure to address their needs in its disaster plans)
  - Successfully settled claims against the University of California, Berkeley on behalf of students with print disabilities, resulting in new policies and practices to ensure access to written instructional, library, and web-based materials (2013)
  - Student v. Contra Costa Cnty. Probation Dep’t (Oct. 17, 2013) OAH Case Nos. 2013080449, 2013080462, and 2013080471 (first successful case of its kind finding county probation department to be a responsible public agency for providing special education to incarcerated youth with disabilities)

Disability Rights North Carolina, Raleigh, North Carolina
Extern (Fall 2008)
- Provided legal advocacy on behalf of people with disabilities at Protection & Advocacy agency

U.S. Equal Employment Opportunity Commission
Office of Commissioner Christine M. Griffin, Washington, D.C.
Summer Law Clerk (5/07-8/07)
- Advised Commissioner on various employment discrimination issues, such as whether to pursue litigation on behalf of an individual or class, as well as employment discrimination policies and regulations of EEOC; drafted appellate decisions overruling or affirming Administrative Judge opinions

Carolina Legal Assistance: A Mental Disability Law Project, Raleigh, North Carolina
Summer Law Clerk (5/06-7/06)
- Researched educational records and drafted complaint on behalf of special education student that resulted in precedent-setting award of damages; conducted legal research for clients on access to mental health services; participated in statewide coalition meetings of disability advocates

National Health Law Program, Chapel Hill, North Carolina
Summer Law Clerk (5/06-7/06)
- Organized statewide trainings for families of children on Medicaid to educate them about their legal rights to healthcare services; legal research on recent developments in Medicaid litigation

UNC ACCESS (Accessible College Campuses for Everyone Site Survey) Project, (2005)
Chapel Hill, North Carolina
• Co-created, organized, and implemented wheelchair accessibility surveys of 16 University of North Carolina campuses
• Trained and led more than 20 students and community members in field work to gather accessibility data and interview disability services and facilities representatives at each campus

The University of North Carolina at Chapel Hill, Curriculum in American Studies
Chapel Hill, North Carolina
• Teaching and Research Assistant for “Navigating America: Access for All” (1/05-8/05)
• Teaching Assistant for “The Role of the University in American Life” (Fall 2003)

PROFESSIONAL LICENSE AND ACTIVITIES
Admitted to California Bar
Disability Rights Bar Association
• Member (2009 to present)

Impact Fund Class Action Training Institute (2011)
• Selected to participate in three-day intensive Class Action Litigation Training Institute

National Association of Law Students with Disabilities
• Advisor (2009 to present)

ABA Section of Individual Rights and Responsibilities’ Rights of Persons with Disabilities Committee
• Vice-Chair (2010-2013)

ABA Commission on Mental and Physical Disability Law
• Commissioner (2009-2010)

Bar Association of San Francisco Disability Rights Committee
• Member (2009 to 2012)

EDUCATION
The University of North Carolina School of Law
J.D. (May 2009)
Honors: Jack Kent Cooke Graduate Scholarship (full merit scholarship recognizing academic excellence, leadership, service, and financial need); Award for highest grade in Disability Law (Spring 2008); Working in the Public Interest Student Achievement Award (2009); UNC School of Law Student Leader of the Month (March 2007); Funded from national and school-wide competitions for 3 consecutive summers of disability rights public interest work; Robert E. Bryan Fellowship (Carolina Center for Public Service grant to pursue an innovative, high-impact public service project in North Carolina, Summer 2005)

Activities: First Amendment Law Review (2006-08); National Association of Law Students with Disabilities (President 2008-09), Vice President (2007-08), Chair of Constitution and Communications Committee (2007), Founding Student Steering Committee Member (2006); North Carolina Statewide Independent Living Council (2006-09); UNC Disability Law Organization President (2006-07); North Carolina Bar Association Disability Law Committee (2006-08); Emerging Tar Heel Leaders, Board of Directors (2007-08); North Carolina Youth Leadership Network, Co-Vice Chair 2006-07

The University of North Carolina at Chapel Hill
B.A. with Highest Honors and with Distinction, Political Science (December 2004)
<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Program Title</th>
<th>Tuition /credit*</th>
<th>Target audience</th>
<th>Online/ In Person</th>
<th>Credits for major</th>
<th>Courses</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairleigh Dickinson NJ</td>
<td></td>
<td>MA in Student Svces Admin.</td>
<td>$1813/course (includes 45% scholarship)</td>
<td>Current and aspiring professionals seeking a career in administrative and student support services</td>
<td>In-person and blended</td>
<td>36 credits</td>
<td>12</td>
<td>No specific courses on disability</td>
</tr>
<tr>
<td>University of Connecticut CT</td>
<td></td>
<td>Graduate Certificate in Postsecondary Disability Services</td>
<td>$2522 per course instate/$5280 per course out of state</td>
<td>Professionals, to enhance the field of postsecondary education and disability.</td>
<td>Online</td>
<td>12 credits</td>
<td>4</td>
<td>Admits 15 students per year; difficult to locate information about this program</td>
</tr>
<tr>
<td>University of Wisconsin Stout WI</td>
<td></td>
<td>MS in Vocational Rehabilitation</td>
<td>$2490 per 3 credit course</td>
<td>College graduates who want a career in vocational rehabilitation</td>
<td>Hybrid, face to face utilizing technology</td>
<td>48 credits or 50 credits – preparation for certification or licensure</td>
<td>16</td>
<td>Includes many courses on disability – not specifically geared to disability services but to vocational counseling.</td>
</tr>
<tr>
<td>New York University NY</td>
<td></td>
<td>MA in Higher Education and Student Affairs</td>
<td>$4437 per 3 credit course</td>
<td>Student Affairs Professionals in higher education</td>
<td></td>
<td>36 credits</td>
<td>12</td>
<td>No specific courses on disability</td>
</tr>
</tbody>
</table>
Evidence of Current Jobs

Job Description

Job Title: Student Disability Services Specialist
Job ID: 9401
Location: Borough of Manhattan CC
Full/Part Time: Full-Time
Regular/Temporary: Regular

Email to Friend | Add to Job Cart | Apply Now | Return to Previous Page

GENERAL DUTIES
Assists with planning and providing a comprehensive program of services for students with disabilities.

- Assists with daily supervision of the unit, including budgets, personnel supervision, and facilities/equipment management
- Provides guidance and advisement to student organizations, administrators, faculty and others on concerns and issues related to students with special needs
- Interacts with counselors, disability accommodations specialists, and external community organizations to maintain a broad inventory of available services
- Presents programs and workshops, and prepares communications to students and others promoting the goals of the unit
- Organizes and provides for assistive technology and interpretive services
- May develop and/or review individual educational plans that incorporate individually designed educational support services and accommodations within the guidelines of the American with Disabilities Act (ADA)
- Performs related duties as assigned.

Job Title Name: Student Disability Services Specialist

CONTRACT TITLE
Higher Education Assistant

FLSA
Exempt

CAMPUS SPECIFIC INFORMATION
The successful candidate will report to the Director of the Office of Accessibility (O.A.). This person will:
- Provide individual evaluation, guidance, and ongoing support services to students with disabilities who are registered with the Office of Accessibility.
- Conduct individual learning assessments and teach effective learning, study strategies, and self-monitoring strategies that are consistent with individual students' learning styles and diagnoses.
- Conduct workshops and other presentations on learning disabilities and other disability issues to improve awareness, sensitivity, knowledge, and development of students, faculty, and staff.
- Supervise, coordinate, and promote outreach to affiliate programs and other affiliated governmental
agencies.
- Produce reports and feedback for internal and external constituents.
- Ensure that follow-up with both students and partnering agencies occurs regarding referrals and outcomes are accurately documented into a database.
- Outreach to agencies and organizations to provide additional services for students outside of O.A.
- Participate in the development of O.A. events.
- Coordinate the production of all electronic and print materials and publications.
- Participate in campus-wide retention and persistence outreach and activities.
- Provide assistance with major college-wide events such as commencement, orientation, registration, and honors convocation.

Work schedule may include evenings and occasional weekends

MINIMUM QUALIFICATIONS

Bachelor's degree and four years' related experience required.

OTHER QUALIFICATIONS

- Bachelor's Degree in Disability Studies, Social Work, Counseling, or a related field; Master's preferred
- Experience in a diverse higher education setting preferred with prior experience in coordinating and evaluating college-level programs
- Knowledge of best practices in disability services implementation with an emphasis on research assessment, and data-informed decision making particularly in the areas of learning disabilities and autism spectrum conditions
- Candidates must have excellent organizational, presentation and written and oral communication skills; must also possess a high level of sensitivity to students with disabilities, the limitations their disability presents, and accommodations assigned in a college institution
- Must have the ability to provide outstanding customer service to students in a fast paced, deadline driven environment
- The candidate must possess an understanding of the cultural, social, and educational needs of a multi-ethnic campus community
- Be or have been involved in professional associations
- Proficiency in computer software including Microsoft Suite required

COMPENSATION

$42,873 - $55,782

BENEFITS

CUNY offers a comprehensive benefits package to employees and eligible dependents based on job title and classification. Employees are also offered pension and Tax-Deferred Savings Plans. Part-time employees must meet a weekly or semester work hour criteria to be eligible for health benefits. Health benefits are also extended to retirees who meet the eligibility criteria.

HOW TO APPLY

Access CUNYfirst portal. To avoid any problems when submitting your documents, we ask that you access the portal through Google Chrome or Mozilla Firefox.

CLOSING DATE

12/11/13

JOB SEARCH CATEGORY

CUNY Job Posting: Managerial/Professional

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, retirees, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EEOAA Employer.
Job Description

Job Title: Student Disability Services Specialist
Job ID: 10299
Location: Brooklyn College
Full/Part Time: Full-Time
Regular/Temporary: Regular

GENERAL DUTIES

Assists with planning and providing a comprehensive program of services for students with disabilities.

- Assists with daily supervision of the unit, including budgets, personnel supervision, and facilities/equipment management
- Provides guidance and advisement to student organizations, administrators, faculty and others on concerns and issues related to students with special needs
- Interacts with counselors, disability accommodations specialists, and external community organizations to maintain a broad inventory of available services
- Presents programs and workshops, and prepares communications to students and others promoting the goals of the unit
- Organizes and provides for assistive technology and interpretive services
- May develop and/or review individual educational plans that incorporate individually designed academic support services and accommodations within the guidelines of the American with Disabilities Act (ADA)
- Performs related duties as assigned.

Job Title Name: Student Disability Services Specialist
CONTRACT TITLE
Higher Education Assistant

FLSA
Exempt

CAMPUS SPECIFIC INFORMATION

Reporting to the Director of the Center for Student Disability Services, the Student Disability Services Specialist assists with planning and providing a comprehensive program of services for students with disabilities.

The Student Disability Services Specialist will:
- Assist with the daily supervision of the Center, including budgets, personnel supervision, and facilities/equipment management.
- Provide guidance and advisement to student clubs, administrators, or faculty on concerns and issues
related to students with disabilities.
- Interact with academic departments, the Office of Financial Aid, the Enrollment Services Center, and other administrative offices to provide appropriate support and guidance to students.
- Present at workshops and prepare communications to students promoting the goals of the Center.
- Identify student need for Assistive Technology and work with the Assistive Technology Specialist in implementing its use.
- Coordinate staff and agency interpreter services.
- Maintain and administer the use of grant funding.
- Ensure compliance with voter registration reporting requirements.
- Assist with intake interviews and reviewing documentation to develop support services and accommodations within the guidelines of the American with Disabilities Act (ADA) and its Amendments.
- Update and maintain student records for required reports.

MINIMUM QUALIFICATIONS

Bachelor's degree and four years' related experience required.

OTHER QUALIFICATIONS

Master's degree preferred.

COMPENSATION

$51,195 - $84,956; commensurate with experience and qualifications.

BENEFITS

CUNY offers a comprehensive benefits package to employees and eligible dependents based on job title and classification. Employees are also offered pension and Tax-Deferred Savings Plans. Part-time employees must meet a weekly or semester work hour criteria to be eligible for health benefits. Health benefits are also extended to retirees who meet the eligibility criteria.

HOW TO APPLY

Please submit your application online by clicking 'Apply Now' below. In order to be considered, applicants must upload their cover letter (referenced Job ID 10299), resume, and contact information for three references in rtf, doc or pdf format.

CLOSING DATE

April 8, 2014

JOB SEARCH CATEGORY

CUNY Job Posting: Managerial/Professional

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Director - Disability Support Services

Institution: Central Texas College
Location: Killeen, TX
Category: Admin - Disability Services
Posted: 04/10/2014
Application Due: Open Until Filled
Type: Full Time

OPENING DATE: April 10, 2014 REQ#: 1F41417301
CLOSING DATE: April 16, 2014 or until filled

POSITION TITLE: DIRECTOR - DISABILITY SUPPORT SERVICES
Full-Time Position

CAMPUSS/ DEPARTMENT: Central Campus - Disability Support Services

SALARY: Par Exempt Pay Scale: 1H

EDUCATION/ EXPERIENCE: Masters Degree in Counseling, Education, Program or Business Management/Administration or other appropriate area from a nationally, regionally, or identified at the state level accredited institution of higher education and the following are required:

• Five years full time of one or more of the following at a [post-secondary] institution is required: teaching, counseling/advising, student services, program quality assurance or compliance support, and supervisory and/or administrative experience.
• An unofficial copy of college transcripts is required with application for evaluation purposes.

QUALIFICATIONS: This position requires the ability to work and communicate effectively, both orally and in writing, with students, colleagues, local and state agencies, and the community at large. Must be comfortable with public speaking, have the ability to develop and conduct training; and be capable of presenting materials in an open forum to large audiences. Must be computer literate and familiar with student record and information systems, or learning software platforms (i.e. Colleague, Banner, Blackboard, Web Advisor, etc.). Must be able to manage budgets, multitask and oversee general office/program operations. Must be effective in conducting staff and related personnel. Must demonstrate understanding of technical and academic education programs including, but not limited to the Civil Rights Act, Perkins Vocational and Education Act. Must have familiarity and understanding of the ADA and Section 504 of the Rehabilitation Act of 1973 as well as IDEA and understanding of the Title II and Title IX regulations. Some travel and overtime may be required. Must be able to lift 30 lbs as related to work tasks and responsibilities.*A successful background check is required for all CTC employment.

Application Information

Postal Address: Employment Services
Central Texas College
P.O. Box 1800
Killeen, TX 76540-1800

Phone: 254-526-1158
Fax: 254-526-1170
Online App. Form: http://ctco1.ctcol.edu/jobd/jobs_main.asp

More Information on Central Texas College

Institutional Profile
Current openings for Central Texas College on HigherEdJobs.

Central Texas College is an equal opportunity employer. Minorities, disabled individuals, & women are encouraged to apply.
Director of the Special Needs Center

Institution: City Colleges of Chicago
Location: Chicago, IL
Category: Admin - Disability Services
Posted: 04/11/2014
Type: Full Time

Job Number: TRU0002211
Job: Administration/Management
Primary Location: Truman College
Employee Type: Full Time
Union Code: 1600Profs
Job Posting: Apr 11, 2014, 8:46:54 AM

Description:

This is an exciting time in the history of City Colleges of Chicago (CCC), the largest community college system in Illinois and among the largest in the nation. CCC has launched Reinvention, a nationally recognized initiative to ensure even greater student success and outcomes across the system.

Consider being a part of CCC’s transformation and join the 5,800 faculty and staff who serve 120,000 students at seven campuses and six satellite sites city-wide. At CCC, employees contribute to the success of our students while enjoying competitive compensation and outstanding benefits packages. Build your future at City Colleges of Chicago and ensure more students complete their curricula - college-ready, career-ready and prepared to pursue their life’s goals.

Harry S Truman College is conveniently located just steps from the CTA’s redline on the North side of the city in the Uptown community. Truman is one of the largest of the City Colleges of Chicago, with a yearly enrollment of more than 25,000 students, and has the largest English as a Second Language and GED program in Illinois with more than 12,000 students annually. This college must be for everyone, reads the EL mural that faces Truman College, words that continue to guide the college to this day.

Primary Objective

The position is responsible coordinating and administering comprehensive services to students who are physically challenged, academically disabled, economically disadvantaged, and/or limited in English proficiency.

- Evaluates and interprets disability documentation to establish service eligibility.
- Determines accommodations and auxiliary aids appropriate to the specific disability and consistent with disability law and standards of practice in higher education.
- Ensures compliance with the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 by monitoring successful implementation of individualized accommodations.
- Works collaboratively with faculty and department chairs; oversees the provision of assistive technology and training in the use of assistive technology; ensures that appropriate alternate formats of printed materials are available.
- Collaborates with outside agencies; provides consultation services and training to faculty and staff on disability-related issues.
- Supervises the Coordinator and support staff within the Disability Access Center and performs other related duties as assigned.
- Organizes meetings with students to determine special services needed for successful completion of credit and non-credit courses.
• Conducts follow-up interviews with students and service providers to ensure that services are successfully obtained.
• Conducts seminars and workshops designed to assist and counsel disadvantaged and high-risk students in time management and study techniques.
• Creates, plans and implements college recruiting activities and materials designed to attract students with disabilities.
• Maintains prospective and current student files.
• Monitors compliance with the Americans with Disabilities Act.
• Performs other duties as assigned.

Qualifications:
• Required: Bachelor's degree in education, special education, rehabilitation, psychology, counselling, or related field with three years related professional experience.
• Preferred: Master's degree in the above disciplines with 1-3 years experience in disability services at a post-secondary institution and the ability to work with culturally diverse backgrounds.
• Excellent verbal, written and problem-solving skills.
• Knowledge of the ADA and Section 504 of the Rehabilitation Act.
• Computer proficiency required.
• Must be a self-starter with the ability to work in a fast-paced, team-oriented environment and meet deadlines in a timely manner.

Chicago residency is required for all full-time employees within 6 months of hire.

We are an equal opportunity and affirmative action employer.

Thank you for your interest in CCC!

Application Information
Contact: Human Resources & Staff Development
City Colleges of Chicago
Online App. Form: https://ccconnect.taleo.net/careersection/2/jobdetail.ftl?job=40220

City Colleges of Chicago is an Equal Opportunity Employer.
Program Coordinator

Institution: College Steps Inc.
Location: Lyndonville, VT
Category: Admin - Disability Services
Posted: 04/01/2014
Application Due: Open Until Filled
Type: Full Time
Salary: $35,000 to $40,000 USD Per Year

JOB TITLE
Program Coordinator - College Steps Program at Lyndon State College

BACKGROUND
The College Steps Program (CSP) is a New England based non-profit organization 501(c)(3) that supports students of varying ability (e.g., autism spectrum disorders, intellectual disabilities, learning disabilities), ages 17-26, with their college pursuits. We emphasize inclusivity in the academic, social, and vocational learning programs we provide. We support an atmosphere of academic dignity and integration for all students and believe in equal accessibility to college experiences for all.

BASIC FUNCTION
The Program Coordinator will provide oversight and management of the College Steps Program at Lyndon State College in Lyndonville, Vermont. Responsibilities will include but not be limited to the following: Provision of CSP student support and supervision; Program planning and development; Collaboration with state and local agencies; Management of student peer mentors; Direct collaboration with faculty and staff at Lyndon State College; Forge community partnerships to promote internship opportunities for CSP students.

MINIMUM QUALIFICATIONS
- Master's degree in education or related field, plus two to four years of relevant experience in special education, adult education or related field.
- Excellent administrative, organizational, writing, and supervisory skills.
- Advanced interpersonal skills.
- Team oriented work ethic.

Application Information
Contact: Lauren Merritt
College Steps Inc.
Phone: 802-891-4795
Online App. Form: http://www.collegesteps.org/jobs/
Email Address: lauren@collegesteps.org

This general outline illustrates the type of work, which characterizes the job classification. It is not an all-encompassing statement of the specific duties, responsibilities, and qualifications of individual positions assigned to this classification. College Steps Program is an equal opportunity employer.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Academic Resource and Disability Support Services Coordinator

Institution: Concordia University Nebraska
Location: Seward, NE
Category: Admin - Disability Services
Posted: 04/08/2014
Application Due: Open Until Filled
Type: Full Time

Position Purpose:

The primary function is to provide comprehensive academic support services to help students achieve their academic potential and to ensure that the programs of the University are accessible to all students. This is accomplished through academic accommodation(s), as necessary, academic support services, and University and external consultation within the context of Section 504 of the 1973 Rehabilitation Act as amended and the 1990 Americans with Disabilities Act as amended.

Duties:

1. Oversees all aspects of the Academic Resource Center (ARC): tutoring and writing center; academic guidance (includes conditionally admitted students and students on academic probation); and academic services for students with documented disabilities. Has primary responsibility for Disability Support Services (DSS).
2. Collaborates with ARC personnel to develop goals and implement strategies consistent with the overall strategic plan for the Academic Services department.
3. Provides the highest quality resources and academic support services to CUNE students at all Concordia University Nebraska sites.
4. Develops programs and services for students at-risk and students with disabilities based on needs assessment and evaluation.
5. For individual students: reviews documentation, assesses accommodation requests, develops accommodation plan, distributes accommodation plans to students and faculty, refers to appropriate offices when needed.
6. Remains knowledgeable of current state and federal laws, regulations and trends in the field of education related to discriminatory practices that violate Section 504/ADA.
7. Serves as the Academic Resource Center (ARC) a visible part of Concordia’s Mission.
8. Updates web pages for DSS/ADA and ARC reflecting services provided, best practices, and information and resources for parents, faculty, and students.
9. Serves in a consultative role with faculty, staff, and students within the undergraduate and graduate colleges to identify barriers that limit access to programs and services on the physical campus and within the “Virtual” (online) campus.
10. Designs and conducts programming to educate the CUNE community about the needs of students with disabilities at the undergraduate and graduate levels.
11. Collaborates with all faculty (including adjunct faculty) to ensure and provide services and accommodations to students.
12. Identifies strategies and resources (internal and external) to consult and/or facilitate Best Practice responses to disability issues and accommodation requests.
13. Explains University services and procedures to students and families, fields phone inquiries and email communications, and offers alternative formats of textbooks and other assistive technology as needed for students with accommodations.
14. Manages a caseload of students for academic coaching.
15. Remains knowledgeable about state and federal laws, as well as legal decisions related to Assistive Technology in post-secondary institutions.
16. Manages, oversees, and projects budget for ARC, Writing and Tutor Center, and DSS/ADA services to ensure balance at and of each fiscal year.
17. Serves on campus committees related to (but not limited to) students with disabilities and students at risk of low academic performance.

When applying, please attach a Cover Letter, Resume and copies of transcripts.

To Apply for the Academic Resource and Disability Support Services Coordinator at Concordia University Nebraska using the link below.

http://cune.campusjobs.com/jobs/89129-28243.html

Application Information
Contact: Human Resource Office
Concordia University Nebraska
Phone: 800-335-5494 ext. 7222
Online App. Form: http://cune.campusjobs.com/jobs/89129-28243.html

Concordia does not discriminate regarding employment on the basis of race, color, national or ethnic origin, disability, sex, or age. It is, however, an institution of the Lutheran Church-Missouri Synod and, to the extent allowed by law, reserves the right to give preference based on religion.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Director of Student Affairs & Disability Services

Institution: Granite State College
Location: Concord, NH
Category: Admin - Student Affairs and Services
Admin - Disability Services
Post Date: 03/12/2014
Application Due: Open Until Filled
Type: Full Time

Granite State College is one of the four colleges of the University System of New Hampshire and serves more than 4,000 students each year. The College provides flexibility, value and statewide accessibility to higher education throughout the state of New Hampshire and beyond. For 40 years, the College has specialized in providing access to adults of all ages seeking alternatives to traditional campus-based programs.

Granite State College is seeking applications for an experienced Student Affairs professional to provide support for our learning community in the areas of policy, compliance and services for our students consistent with the mission and values of the institution.

Areas of responsibility:

- Develop and maintain all student affairs policies, and keep the College current on all applicable laws, regulations and practices in higher education.
- Manage the Student Handbook, the Student Affairs & Disability Services website, and all communications to students on matters of policy and support services.
- Serve as the Title IX Coordinator for the College.
- Manage the student grievance process, and serve on the College’s Code of Conduct team.
- Provide training and program facilitation for staff, students or faculty as appropriate.
- Provide direction and oversight for the delivery of disability services for students, including direct collaboration with faculty, staff and students.
- Take a leadership role in cross functional teams on all matters of student success and retention.
- Maintain an office of student affairs that represents the highest standards of respect and ethics, promotes equal opportunity and supports a diverse learning community with clearly defined student rights and responsibilities.
- Promote and support student activities and opportunities for student governance, leadership and participation in the College community.
- Develop resources and expand services in accordance with College priorities for student support.
- Establish a student affairs presence at all regional campus centers and develop programs and events for student recognition.

Minimum requirements:

- Master’s degree in a related field required
- Minimum five years of experience in student affairs or direct student support services and demonstrated commitment to a professional code of ethics and best practices for student affairs professionals
- Working knowledge of relevant laws and regulations
- Excellent communication and facilitation skills
- Experience with crisis management, positive intervention strategies, and confidentiality standards in sensitive matters
- Experience in higher education administration preferred

Compensation: Salary commensurate with experience, full USNH benefits package

Application Process: Please send resume, letter of interest, the names and contact information for three professional references and salary requirements via email to: gsc.hr.lts@granite.edu

No phone calls please.

GSC is an affirmative action, equal opportunity employer. Women, minorities, persons with disabilities, and Vietnam-era and disabled veterans are encouraged to apply.

Application Information

Contact: Granite State College
Email Address: gsc.hr.lts@granite.edu
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Manager of Student Disabilities Services

Institution: Ithaca College
Location: Ithaca, NY
Category: Admin - Disability Services
Posted: 02/13/2014
Type: Full Time

Job Description:

Coordinate and manage provisions for academic support services for students with disabilities to include evaluation and interpretation of documentation, creation of academic accommodation plans for registered students with disabilities, and the coordination of all services for students with physical disabilities. Manage the educational evaluation process and make appropriate referrals. Serve as liaison to students, parents, psychologist, and service providers on campus and in the Ithaca community.

Qualifications:

Master's degree in Education, Counseling, Social Work or related field, and a minimum of three years of experience in assessment of learning disabilities, educational evaluation and creation of accommodation plans; demonstrated supervisory experience and exceptional written and verbal communication skills are required.

Job Type: Full time, regular

Application Information

Contact: Ithaca College
Phone: 607-274-1207
Online App. Form: http://apply.icolos.org/postings/23336

More Information on Ithaca College

Institutional Profile
Current openings for Ithaca College on HigherEdJobs.
Ithaca College Home Page
Ithaca College Recruitment & Employment
Ithaca College Employment Opportunities

Ithaca College is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups (including people of color, persons with disabilities, military veterans and women) are encouraged to apply.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Mgr Disability Resource Svcs

Institution: Maricopa Community Colleges
Location: Glendale, AZ
Category: Admin - Disability Services
Posted: 04/28/2014
Type: Full Time

Location: Glendale Community College
Hours: M-F, 8am - 5pm

MARICOPA COMMUNITY COLLEGES

Job Summary
The DRS Manager directs the support services and resources for students with disabilities to ensure equal access as identified under section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The Manager will be responsible for the routine evaluation of services provided to the student population, and routinely work with faculty to assist with individual programs, services and technology needs of the individual student, as well as demonstrating a commitment to service excellence, innovation, student success, integrity, and diversity in the performance of job duties. The Manager is financially responsible making every effort to maximize the benefit of providing services to students with disabilities while being mindful of the costs.

Essential Functions
30% - Manages the activities of Disability Resources and Services staff. Develops programs, best practices and procedures to ensure equal access to all college programs and courses of study for students with disabilities; ensures that GCC is compliant with the ADA by communicating MCCCD and DRS department policies and services to relevant constituencies, who educate students with disabilities, and coordinates provision of adaptive technology and alternative text for student use in the classroom and DRS testing.
25% - Provides direct ADA accommodation education to faculty members as requested or warranted; conducts trainings/workshops for faculty to promote disability awareness and understanding of universal design for learning through the CTE; updates resources for faculty on the DRS Website; and communicates with faculty through a variety of methods in a timely manner.
15% - Coordinates or participates in meetings with Student Affairs Managers, Student Life Managers, Compliance Committee, and the District Disability Manager Council; serves as a member of the Behavior Intervention Team (BIT); attends and presents at Academic Department Meetings as needed; and attends or presents at weekly Advisor meetings.
10% - Provides direct services to students with disabilities after they have been referred by a DRS Student Services Specialist; interacts with these students to determine program eligibility for services based upon a review of their disability documentation and then determines reasonable academic accommodations; and addresses elevated concerns of students' staff and faculty regarding DRS Services.
10% - Cultivates and maintains relationships with outside organizations in the community that provide support for people with disabilities including Vocational Rehabilitation Services, Arizona Foundation for the Blind, Arizona Council for the Deaf and Hard of Hearing, and coordinates recruitment efforts, tours, and DRS presentations in conjunction with local school districts and transition programs.
10% - Advocates for fair and ethical academic support of students with disabilities by ensuring that the institution is well-equipped to support their student success and maintain compliance with the Americans with Disabilities Act; and prepares the department Strategic Plan, budget requests, monitoring reports and is responsible for the maintenance of the Disability Database Software program.

Minimum Qualifications
1. Bachelor's Degree
2. Excellent written communication skills.
3. Experience working with a variety of contacts across an organization.
4. Experience working with people with a variety of disabilities.
5. Experience evaluating data to guide decision making about reasonable accommodations and program management as it relates to ADA.
6. Experience with public speaking and making presentations to both large and small groups.
7. Experience supervising a diverse staff of employees.
Desired Qualifications
1. Master's degree in Occupational Therapy, Education, Counseling, and/or Rehabilitation Counseling or a closely-related discipline.

2. Three (3) or more years' experience that includes disabilities assessment and program coordination, vocational rehabilitation, or diagnostic testing.

3. One (1) or more years' experience working with or adaptive/assistive technology.

4. One (1) or more years' experience working with students on the autism spectrum and/or students with intellectual and developmental disabilities in higher education.

5. One (1) or more years' experience working in a community college with open enrollment practices.

6. Three (3) or more years' experience working with technological applications such as web-based student support software or databases.

7. One (1) or more years' experience making decisions based on compliance with the Americans with Disabilities Act.

8. Experience working with military veterans.

Special Working Conditions
May be required to lift up to 40 lbs.; may require numerous evenings, holidays or weekends depending on student service needs; may require prolonged periods of viewing a computer screen; will be required to travel or be assigned to all Maricopa Community Colleges locations; must have a valid Arizona Class D Driver's license; must meet district minimum standards regarding driving:
http://www.maricopa.edu/legal/HR/vehicle.html#requirements

Special Notes
Travel to campus during interview/selection process will be at candidate's own expense.

Application Information
Contact: Employee Services
         Maricopa Community Colleges

Online App. https://hr.dist.maricopa.edu/psp/eRecruit/EMPLOYEE/HRMSloc;
Form: /HRS_HRAM/HRS_CE_G BL7/Pageno=HRS_CE_JOB DTL&Action=A5&Id=1&
       PostingSeq=1&JobOpeningId=14450

More Information on Maricopa Community Colleges
Institutional Profile
Current openings for Maricopa Community Colleges on HigherEdJobs.
Home Page
Employment

The Maricopa County Community College District is an EEO/AA Institution.
Access Coordinator

Institution: Princeton University
Location: Princeton, NJ
Category: Admin - Disability Services
Posted: 04/16/2014
Application Due: Open Until Filled
Type: Full Time

Position Summary: The Access Coordinator is tasked with communicating across all levels of the University community to assure compliance with the Americans with Disabilities (ADA) Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the New Jersey Law Against Discrimination and other federal and state regulations pertaining to persons with disabilities. The Access Coordinator will collaborate with various members of our community to promote understanding of disability issues and to build productive working relationships and ensure compliance for programs and services. Develop and deliver trainings to members of the University community relating to ADA implementation. Serve as a resource for students, faculty, and staff on disability issues and conduct educational opportunities to improve the University community's understanding of disability issues and obligation to maintain compliance. Additionally, the candidate will serve as the ODS coordinator of mobility and sensory accommodations. This includes identification of both appropriate professional consultants (sign language interpreters, PCA and CART, etc.) and student workers (note-takers, scribes, etc.), delivery of services, and monitoring time spent in completion of tasks. The Access Coordinator will collaborate with the director and associate director relating to concerns for all students registered with ODS.

Duties and Responsibilities

ADA Coordination and Disability Awareness

- Establish relationships and serve as resource to all academic units pertaining to accessibility and ADA
- Develop and provide educational trainings for any unit on ADA implementation and disabilities
- Aid in the development of individualized accessibility initiatives and ADA compliance for campus partners
- Act as steward for accessibility by cataloging current barriers and new projects as they are identified
- Serve as liaison to Vice Provost for Institutional Equity and Diversity
- Develop initiatives to promote awareness of ODS on campus
- Collaborate with Director and ODS staff
- Identify connections across University to support disability awareness

Accommodation Coordination:

- Interpreters
- Personal Care Assistants
- CART-remote and live
- Braille/e-text (other accommodations for blind)
- Note takers
- Readers
- Scribes
- Resource assistants
- e-text
- Time collection, hiring, supervising, training, invoice approval
- Other duties as assigned

Essential Qualifications: Bachelor's Degree
1-3 years related work experience. Candidate must have demonstrated considerable experience with the ADA and other relevant laws.

Must have worked with individuals with disabilities and have experience working in the post-secondary setting.

Candidate should be detail oriented and intrigued by tasks involving attention to detail and organization a must.

Strong interpersonal skills and cross cultural competence; ability to interact with a diverse population of students and employees. Ability to assess and adapt to each individual situation and person.

Strong oral and written communication skills.

Individual must have the ability to self-motivate, multi-task and manage priorities effectively.

Demonstrated ability to work comfortably within deadline driven and high activity environment, and to effectively coordinate competing priorities.

Familiarity with assistive technology and experience in a highly competitive university.

Ability to have flexible work schedule during peak busy periods in the office. Ability to work off hours or weekends during busy peak periods.

The final candidate must successfully pass a background check.

Education Required: Bachelor’s Degree

Preferred Qualifications: Advanced degree preferred

Application Information

Contact: Disability Services - 602
Princeton University


More Information on Princeton University

Institutional Profile
Current openings for Princeton University on HigherEdJobs.
Princeton University's Home Page
About Princeton
Careers at Princeton

Princeton University is an equal opportunity/affirmative action employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.
Job Description

Job Title: Student Disability Services Specialist
Job ID: 8685
Location: Queens College
Full/Part Time: Full-Time
Regular/Temporary: Regular

GENERAL DUTIES

Assists with planning and providing a comprehensive program of services for students with disabilities.

- Assists with daily supervision of the unit, including budgets, personnel supervision, and facilities/equipment management
- Provides guidance and advisement to student organizations, administrators, faculty and others on concerns and issues related to students with special needs
- Interacts with counselors, disability accommodations specialists, and external community organizations to maintain a broad inventory of available services
- Presents programs and workshops, and prepares communications to students and others promoting the goals of the unit
- Organizes and provides for assistive technology and interpretive services
- May develop and/or review individual educational plans that incorporate individually designed academic support services and accommodations within the guidelines of the American with Disabilities Act (ADA)
- Performs related duties as assigned.

Job Title Name: Student Disability Services Specialist

CONTRACT TITLE

Higher Education Assistant

FLSA

Exempt

CAMPUS SPECIFIC INFORMATION

In support of the campus mission, values, strategic plans and goals, Queens College seeks to fill one Student Disability Services Specialist for Learning Disabilities in the Office of Special Services (OSS). Reporting directly to the Director of the OSS, the Specialist for Learning Disabilities is responsible for the following:

- Analyze and evaluate assessment reports of students with disabilities in order to gauge eligibility for services.
- Implement and oversee various projects as created and assigned by the Director.
- Participate in Divisional Committees to assure efficient communication and understanding of emerging and ongoing issues regarding the students with disabilities.
- Provide training on organizational skills to the students registered with OSS/TRIO.
- Inform students of college's requirements and policies related to academia; inform students of their rights as disabled individuals while seeking jobs and confidentiality privileges.
- Provide information regarding current scholarships and/or internships to appropriate individuals.
- Create schedule for note-taking services and introduce letters at the beginning of each semester.
- Review each semester of students' class standing, GPAs, and major, and update documentation accordingly.
- Maintain student database base updated for CUNYfirst.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

Often referred to as “the jewel of the CUNY system,” Queens College is a place of contrasts: An urban school in a suburban setting, where a large and diverse student body receives personalized attention. This formula has made us one of New York’s premier educational institutions.

With a mission to prepare students to become leading citizens of an increasingly global society, we offer a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to both teaching and research. Our liberal arts, science, and pre-professional programs earn us high rankings in prestigious college guides such as The Princeton Review America’s Best Value Colleges. Our students graduate with the ability to think critically, address complex problems, explore various cultures, use modern technologies and information resources, and have won prominence in nearly every field.

MINIMUM QUALIFICATIONS

Bachelor’s degree and four years’ related experience required.

OTHER QUALIFICATIONS

Preferred qualifications include:
- Master’s degree in Special Education
- Four or more years of recent related professional experience in a College or University environment
- Must have a good understanding of learning disabilities
- Demonstrated ability to work autonomously with multiple priorities and deadlines
- Demonstrated ability to adapt to meet customer needs; demonstrated organization skills; detail oriented and ability to multi-task
- Demonstrated critical thinking and problem solving skills
- Proficient knowledge of MS Office Products such as Word, Excel, and Power Point
- Knowledge of PeopleSoft/Oracle information systems in a higher education or government environment
- Excellent written, verbal, analytical, and interpersonal communication skills

COMPENSATION

$42,873 - $81,645 (commensurate with qualifications and experience)

BENEFITS

CUNY offers a comprehensive benefits package to employees and eligible dependents based on job title and classification. Employees are also offered pension and Tax-Deferred Savings Plans. Part-time employees must meet a weekly or semester work hour criteria to be eligible for health benefits.

Health benefits are also extended to retirees who meet the eligibility criteria.

HOW TO APPLY

If you are viewing this job posting on any website other than CUNYfirst, please follow the instructions below:
- Go to www.cuny.edu and click on "Employment"
- Click "Search job listings"
- Click on "More options to search for CUNY jobs"
- Search by Job Opening ID number (8985)
- Click on the "Apply Now" button and follow the instructions.

Please note that candidates must upload a cover letter describing related qualifications and experience, resume, and the names and contact information of three (3) professional references as ONE DOCUMENT in any of the following formats: .doc, .docx, .pdf, .rtf, or .txt format.

**Please use a simple name for the document that you upload, for example, J Doe Resume.
Documents with long names cannot be parsed by the application system.

CLOSING DATE
12/06/13

JOB SEARCH CATEGORY
CUNY Job Posting: Managerial/Professional

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014
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Director of Disability Services, COCE

Institution: Southern New Hampshire University
Location: Manchester, NH
Category: Admin - Disability Services
Posted: 04/28/2014
Type: Full Time

At Southern New Hampshire University we routinely go above and beyond what is expected of us. We believe there are no limits to what you can do, what you can be and what you can achieve. For the sixth consecutive year, Southern New Hampshire University (SNHU) has been recognized in the "Great Colleges to Work For" survey conducted by The Chronicle of Higher Education. One of only 10 four-year colleges and universities recognized as an Honor Roll recipient for scoring consistently well across 12 categories of best practices, SNHU was cited for "showcasing job practices that employees appreciate most." Categories included collaborative governance, job satisfaction, work/life balance, compensation and benefits, and professional/career development programs amongst many others. Come be a part of innovation and education!

Southern New Hampshire University is currently seeking a Director of Disability Service for our College of Online and Continuing Education division.

The Director of Disability Services will develop an Innovative Disability Services department for the College of Online and Continuing Education (COCE) at SNHU. Additional duties include:

- Provide leadership and oversight of all disability-related access and programming for students, staff and faculty at COCE.
- Work closely with the institutional compliance officer, as well as faculty and administrators, to ensure access and equal opportunities for SNHU community members with disabilities.
- Responsible for increasing the percentage of students who provide complete documentation, increase the number of students with approved accommodation plans, and eliminate complaints related to student access.
- Develop a proactive outreach model (from the point of student disclosure) to ensure that student documentation is submitted and approved accommodation plans are in place to drive student success.
- Provides oversight, planning, coordination, supervision, goal setting and evaluation of all aspects of the Disability Services department, including, but not limited to: quantity and quality of services provided by staff; modification of program structure; development of processes and procedures; special projects of departmental staff.
- Lead efforts to transform the institutional culture by educating, advocating for and raising awareness of inclusion and diversity related to persons with disabilities.
- Oversee provision of auxiliary services such as conversion of documents into alternate accessible formats, sign language interpreters, CART providers, note-takers, proctors, etc.
- Coordinate and manage provisions for academic support services for students with disabilities to include evaluation and interpretation of documentation, and the creation of academic accommodation plans for registered students with disabilities. Developing and implementing individualized accommodations and support, providing advocacy, support, and problem-solving assistance as needed.
- Hears and resolves student appeals to the documentation review and/or accommodation determination processes, providing information for further grievance measures if appropriate.
- Orient collaborative efforts with and serves as a resource and liaison for students, faculty, staff, and administrators regarding reasonable accommodations, universal design, disability reconciliation and compliance with legal requirements.
- Serve on University-wide ADA/504 Compliance Committee. Keep current with and disseminate information about disability law and judicial interpretation in collaboration with the ADA/504 Compliance Officer. Makes related recommendations to appropriate administrators, stakeholders and constituents to ensure institutional compliance and effective service to persons with disabilities.
- Propose, develop and implement relevant guidelines and policies as needed. Perform essential administrative tasks: documentation, accurate record keeping, confidentiality, performance appraisals, and writing annual goals and reports.
Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
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Job Requirements:
- Master's degree required in Higher Education Administration, Education, Rehabilitation, Counseling, or related field.
- Preferred minimum five years professional employment as a campus disability support service provider or related position. (Experience with online students strongly preferred.)
- Experience with individuals with disabilities and disability issues.
- Effective leadership, supervisory, and programming skills.
- Evidence of strong oral and written communication skills.
- Ability to work well with members of the University including faculty, staff, students, as well as other agencies.
- Demonstrated knowledge of disability laws as they pertain to higher education and students with disabilities including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as Amended.
- Expertise in analyzing and interpreting psychometric reports.
- Demonstrated effectiveness in collaborating and communicating with a wide range of constituents and stakeholders.
- Strong comfort with technology with a strategic vision for developing innovative services leveraging technology tools.
- Experience with the development of departmental performance metrics/dashboards and ongoing quality assurance measures.

PI76517928

Application Information
Postal Address: Southern New Hampshire University
2500 North River Rd
Manchester, NH 03101
Online App. Form: http://www.Click2Apply.net/69wJ48

More Information on Southern New Hampshire University
Institutional Profile
SNHU web site
Employment Opportunities
About the Area
Disability and Accessibility Services - Assistant Director

Institution: St. Lawrence University

Location: Canton, NY

Category: Admin - Student Affairs and Services

Admin - Disability Services

Posted: 04/25/2014

Application Due: Open Until Filled

Type: Full Time

Mission

The Disability and Accessibility Services program carries out a mission to ensure that all students with disabilities can freely and actively participate in all facets of University life, to coordinate support services and programs that enable students with disabilities to reach their educational potential, and to increase the level of awareness among all members of the University, so that students with disabilities are able to perform at a level limited only by their abilities, not their disabilities.

In keeping with the mission, the assistant director will work closely with members of Academic Advising Programs and will report directly to the Director of Disability and Accessibility Services. This is a full-time, eleven-month position.

Position Responsibilities:

• Provide assistance to ensure that all students who self-identify, provide documentation of their disabilities, and ask for reasonable accommodations are assisted in a timely fashion by working directly with these students on an individual basis.
• Serve as an academic advisor to students in the program to minimize the impact of their disability on their studies.
• Work with the Associate Dean for Academic Advising, Academic Support Coordinator, Academic Development Coordinator, Dean of Students, First-Year Program Director, and other appropriate offices on recruitment and retention issues.
• Serve as a member of the Academic Advising team, which includes the offices of Academic Development, Academic Support, Higher Education Opportunity Program (HEOP), Student Life, and Health and Counseling Services.
• Provide disability awareness and education to members of the campus community.
• Perform other duties as assigned.

Qualifications:

• Masters Degree required, preferably in Education, Counseling or related field. Will consider bachelor's degree with a minimum of three years of work experience in disability and accessibility services.
• Minimum of 1-2 years working in an educational or counseling setting preferred.
  Experience providing services to students with disabilities at the post-secondary level highly preferred.
• One-on-one experience working with students preferred, experience working with students in college setting a plus
• Experience working with individuals with disabilities preferred
• Familiarity with disability laws and regulations is preferred
• Background in Assistive Technology preferred
• Ability to work both independently and to collaborate as a team member essential
• Excellent oral/written communication skills, tact and diplomacy in dealing with students, parents, faculty and staff essential

Interested candidates should submit, electronically, a letter of application, resume and the name and contact information for three current references to Ms. Alison Busser, Director of Disability and Accessibility Services at disabilityservices@stlawu.edu. The deadline for the receipt of completed applications is May 29, 2014. Applications received after this deadline may be reviewed, but only in the event that the position has not already been filled.

Located in Canton, N.Y. St. Lawrence University is a coeducational, private, independent liberal arts institution of about 2,400 students from more than 40 states and 40 nations. The educational
opportunities at St. Lawrence inspire students and prepare them to be critical and creative thinkers, to find a compass for their lives and careers, and to pursue knowledge and understanding for the benefit of themselves, humanity and the planet. Through its focus on active engagement with ideas in and beyond the classroom, a St. Lawrence education leads students to make connections that transform lives and communities, from the local to the global.

The University is committed to and seeks diversity among its faculty, staff and students. Such a commitment ensures an atmosphere that is diverse and complex in ways that are intellectually and socially enriching for the entire campus community. Applications by members of all underrepresented groups, as well as from individuals with experience teaching or working in a multicultural environment, are encouraged. St. Lawrence University is an Equal Opportunity Employer.

For additional information about St. Lawrence, please visit http://www.slu.edu.

All offers of employment are contingent upon the finalist successfully passing a background (including criminal records) check.

Application Information

Contact: Ms. Allison Busser, Director
Disability and Accessibility Services
St. Lawrence University

Email Address: disabilityservices@slu.edu

More Information on St. Lawrence University

Institutional Profile
Current openings for St. Lawrence University on HigherEdJobs.
Home Page
Assistant Director, Student Disability Services

Institution: The University of California San Francisco
Location: San Francisco, CA
Category: Admin - Disability Services
Posted: 04/10/2014
Application Due: Open Until Filled
Type: Full Time

4352 STUDENT AFFAIRS OFFICER IV

Priority Position: Applicants will be screened and reviewed immediately. Phone and On-Campus interviews will occur within the next 3 weeks.

STUDENT DISABILITY SERVICES

The mission of the Student Disability Services program is to ensure that students with disabilities have an equitable opportunity to participate in educational programs at UCSF in accordance with Federal regulations (Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990 as amended) and University of California policies applying to non-discrimination on the basis of a disability.

JOB OVERVIEW

The SDS Assistant Director, under the direction of the SDS Director, is responsible for the comprehensive and timely coordination and delivery of accommodations to UCSF students with disabilities within the Nursing and Physical therapy programs and other programs as assigned. Responsibilities include, but are not limited to: note-taking services, alternate format materials and equipment loans, CART and sign-language interpreting services, as well as departmental and collaborative outreach. This position will serve as lead for assistive technology inquiries.

The Assistant Director will serve as the primary resource to educate, train and guide the UCSF schools of nursing and physical therapy (and other programs as assigned) in understanding disability access and rights and responsibilities. The individual will facilitate reasonable accommodations and support services for students with disabilities within their portfolio. The candidate will also interface regularly with faculty, provide ongoing technical assistance to faculty, deans and other advisors regarding the Medical Center's/University's obligations to students with disabilities under the American with Disabilities Act.

The individual will ensure that criteria and procedures for assessing accommodations are clearly identified and disseminated; assist students in understanding their disabilities as well as their rights and responsibilities related to reasonable accommodations and provide support and problem solving assistance. The Assistant Director must work within a highly confidential service delivery model that is fast-paced; detail-oriented and that promotes accountability and maturity. The candidate will also perform other related duties.

ABOUT UCSF

The University of California, San Francisco (UCSF) is a leading university dedicated to promoting health worldwide through advanced biomedical research, graduate-level education in the life sciences, health professions and excellence in patient care. It is the only campus in the 10-campus UC system dedicated exclusively to the health sciences.

Required Qualifications

- Master's degree in psychology, social work, rehabilitation, human services, special education, assistive technology, computer science or closely related field
- Experience working with graduate health science students in a health science environment
- Command of the ADA and OCR findings central to Health Sciences
- Familiar with excel, database management, and statistics
- Experience in higher education and disability, non-profit, or other disability work with working knowledge of the ADA as amended
- Knowledge of assistive technology software and hardware, including Read and Write Gold, Dragon Naturally Speaking, Kurzweil 1000/3000, JAWS, CCTV's and various applications for the iPad
- Ability to interpret psycho-educational and medical evaluations for determining accommodations
• Must possess attributes of compassion, patience, and respect for others, as well as sensitivity to multicultural issues.
• Proven ability to communicate clearly and interact effectively with students, faculty, and staff from a broad range of programs and disciplines.
• Ability to work collaboratively as a team and independently. Must exercise good judgment, professionalism, and decision-making skills and maintain strict confidentiality of student information.
• Excellent written, oral, interpersonal, analytical and organizational skills required.
• Flexibility in schedule including some evening and weekend hour. Must work remotely at least one day per week.

Note: Fingerprinting and background check required.

Physical Demands: requires sitting, standing, walking, squatting, bending, waist twisting, kneeling, crawling, climbing stairs, reach below and up to shoulder height, lifting up to 20 lbs., carrying up to 30 lbs., pushing/pulling up to 60 lbs.; fine finger/gross manipulation, simple/power grasp, repetitive hand/arm use, exposure to loud noise and dust; ability to differentiate color.

Preferred Qualifications

• Knowledge of postsecondary academic accommodations and auxiliary services plus 2-3 years of relevant and specific experience working with postsecondary students with disabilities (physical, hearing, visual, learning and psychiatric).
• Experience with high stakes testing and licensing organizations.
• Trained in Clockwork (record keeping system).

Work Days
Monday - Friday, 8:00am - 5:00pm; flexibility required; some early morning and evening hours on occasion. Must be able to work remotely one day per week.

Apply at: http://ucstrr.ucsf.edu/index.php/www/jobseekers/requisition/#40610BR

Application Information

Contact: Lisa Meeks, Ph.D.
        Student Disability Services
        UCSF

Online App. Form: http://ucstrr.ucsf.edu/index.php/www/jobseekers/

Email Address: lisa.meeks@ucsf.edu

The University of California San Francisco is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, or protected veteran status. Further information about the University of California, San Francisco, is available at diversity.ucsf.edu. UCSF seeks candidates whose skills, and personal and professional experience, have prepared them to contribute to our commitment to diversity and excellence, and the communities we serve.
Associate Director of Disability Services

Institution: University of Maryland, Baltimore County
Location: Baltimore, MD
Category: Admin - Disability Services
Posted: 03/14/2014
Application Due: Open Until Filled
Type: Full Time

POSITION TITLE: Associate Director of Disability Services

PERSONNEL STATUS: Exempt, Full-time, Regular

DEPARTMENT: Student Support Services

RESPONSIBILITIES: Reporting to the Associate Provost for Student Support Services (S3S), the incumbent will work collaboratively with individuals within SSS, the Office of Human Relations, the Office of General Counsel and across campus to coordinate the design, development, and day-to-day provision of services, programs, and training for individuals with disabilities. The incumbent also will work collaboratively with those entities to provide oversight of policies and procedures necessary for providing disability services across the campus. Additional responsibilities include: overseeing the approval and coordination of direct services to students; supervising professional staff who provide direct services to students with disabilities; approving and coordinating reasonable accommodations in accordance with the ADAA and Section 504 of the Rehabilitation Act; overseeing daily operations and maintaining appropriate contact with personnel; overseeing and approving payments related to the provision of direct services to students with disabilities; acting as a liaison and consultant to students, faculty, and staff; serving as a liaison to external agencies; serving as a University resource person for interpretation of and compliance with federal and state regulations related to providing access and support for individuals with disabilities; assisting in identifying and addressing barriers; and performing other duties as assigned.

MINIMUM QUALIFICATIONS:
Education/Experience: Requires a Master’s degree in rehabilitation counseling, education, psychology, or a related field. At least five years of experience in the provision of reasonable accommodations, including at least two years in higher education on a residential campus is required. Must have a working understanding of the legal requirements of ADAA, Section 504 of the Rehabilitation Act, and relevant case law, including key differences between providing reasonable accommodations in post-secondary academic environments and the K-12 environment. Knowledge of assistive technology and universal design is required. Demonstrated ability to work with diverse populations is required. Must have: excellent written and verbal communication, interpersonal, administrative, supervisory, time management, and organizational skills; the ability to work independently and cooperatively as a team member; and the ability to identify and address barriers in all aspects of University life that specifically impact access for individuals with disabilities. Familiarity with human development theories and specific expertise regarding the physical, cognitive, psychological, and psychosocial etiology of disabling conditions required. A comprehensive understanding of how to accommodate various types of disabilities is required. Note: Position may require a background check.

SALARY: Salary is commensurate with qualifications and experience.

APPLICATION: For best consideration, submit via email a single PDF file (preferred method) including your name in the filename (Note: attachments with same file name will be overwritten by the most recent version emailed), a cover letter explaining the ability to fulfill responsibilities, current resume, and the names and contact information for three professional references by April 18, 2014 (resumes will be accepted until the position is filled) to:

Associate Director of Disability Services Search Committee, Email: pmaril5@umbc.edu
Department of Student Support Services, Sherman Hall Rm. 346, UMBC, 1000 Hilltop Circle, Baltimore, MD 21250

Application Information

Postal Address: University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

TDD: 410-455-3233

UMBC is an Equal Opportunity/Affirmative Action Employer
Director of Accessibility Services

Institution: Walsh University
Location: North Canton, OH
Category: Admin - Disability Services
Posted: 04/17/2014
Application Due: Open Until Filled
Type: Full Time

Walsh University is seeking a Director of Accessibility Services, who will be responsible to advise the University with regard understanding, adhering to and developing policies and procedures for serving students and employees with disabilities.

Walsh University believes in the possibility of a small university that promotes academic excellence, a diverse community and close student/teacher interactions. A commitment to the Judeo-Christian tradition, diversity and service learning are critical mission of Walsh University.

Description
The Director will serve as an advocate for student and employees seeking services, act as liaison to faculty, staff, and other involved in the State of Ohio Support Team 9 (high school to post-secondary level transition) and veteran organizations. The Director will manage the overall operations of Accessibility Services including planning, budgeting, training and ongoing evaluation of university faculty/staff, staff, and disability law and guidelines, analyzing and implementing policies and procedures for serving students and employees with disabilities. The Director of Accessibility Services reports directly to the Dean of Academic Services.

Responsibilities:
- Design, develop, and implement a comprehensive program of services to meet the needs of students and employees with disabilities, while adhering to the requirements of federal regulations, current accepted learning theories, established best practices and available resources.
- Develop, enforce and regularly evaluate policies and practices to ensure institutional compliance with Walsh University policy and procedures (as required). The Americans with Disabilities Act (1990), the Americans with Disabilities Act Amendments Act (2008) and other federal, state, and local laws, regulations and policies pertaining to persons with disabilities.
- Facilitate the inquiries of prospective students, current students, parents, and University employees regarding the availability and accessibility of programs to obtain accommodations at Walsh University.
- Oversee the verification of disabilities for those requesting ADA accommodations, working alongside the Director of Counselor Services and external professionals as required.
- Provide an individual's permission written verification that delineates that individual's disability, disabilities, appropriate accommodations, and associated expectations for faculty, academic advisors, and other pertinent University personnel.
- Meet with students with verified disabilities individually to assess accommodations and manage their progress concerning skills for self-employment, organizational skills, time management, and social communication skills.
- Provide training, ongoing education, and consultation opportunities for administrators, faculty and staff designed to increase awareness and responsiveness of the campus community to the needs of students and employees with disabilities.
- Mediate disputes involving accommodations and serve as the final decision-maker.
- Proctor and/or arrange proctoring for academic assessments which require separate time and/or quiet area in collaboration with the Director of Accessibility Services.
- Work closely with the Director of Human Resources and supervisors regarding disability issues and the delivery of services for service-disabled employees, including discussions involving the impact of the disability in the job setting and the job description.
- Work closely with the Director of Compliance in Athletics to ensure appropriate documentation and compliance with the NCAA rules.
- Coordinate and implement a departmental assessment program to examine service and program effectiveness in meeting university success factors, division and departmental goals.
- Maintain appropriate documentation and a confidential record system for those served by the office.
- Represent Accessibility Services at meetings and gatherings as required, serving as an advocate for students and employees seeking services.
- Serve as University liaison to external constituencies, including but not limited to the State of Ohio Support Team 9 (to assist in the transition of local high school students to post-secondary institutions) and veteran support organizations.

Requirements

Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014
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Proposal to Establish a Master of Science in Disability Services in Higher Education
CUNY School of Professional Studies
Approved by the School of Professional Studies Curriculum Committee, June 19, 2014
Approved by the School of Professional Studies Governing Council, September 4, 2014

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• Master's Degree in Education, Counseling, Learning Disabilities, Rehabilitation, Psychology, Special Education, Higher Education Administration or other related field.
• Minimum of three years of experience implementing legally-mandated accommodations and understanding the needs of students with disabilities in a higher education setting required. Five years preferred.
• Must have demonstrated mastery of all relevant legislation, including but not limited to the Vocational Rehabilitation Act (1973), Section 504, the Americans with Disabilities Act (1990), the Americans with Disabilities Amendments Act (2008), and related standards and regulations.
• Must have experience in reading disability documentation, verifying disabilities and determining appropriate, reasonable accommodations.

To apply please visit https://jobs.walsh.edu.

Application Information
Contact: Human Resources
Walsh University
Fax: 330-490-7211
Online App. Form: http://www.walsh.edu/job-opportunities

More Information on Walsh University
Institutional Profile
Current open positions for Walsh University on HigherEdJobs.
Home Page
About the Area

Our mission states that Walsh University believes in the desirability of a small learning environment that supports a diverse community, commits itself to a values-based education with an international perspective, and provides its students with a higher education that fosters cultural development. Walsh University has a deep and ongoing commitment to welcome, embrace, support, and assure diversity among its various constituencies.