EDUC 531 (section 26768D): Student Disability Issues in Higher Education

Fall Semester 2022: Wednesday 4:00 PM-6:40 PM

KDC (Kaufman) 235

Welcome!

I am so excited to have you in class and look forward to the time we will construct together. This class will be an introduction into all the realms of disability and hopefully will spark your interest and encourage you to continue to learn to be able to support all students and staff.

Instructor: Dr. Juliana Calhoun, Ed.D., MMFT, PPS

> Pronouns: She/Her/Hers
> Office: Kortschak Center for Learning and Creativity (Student Union 311)/Online
> Office Hours: by appointment
> Email address: jrcalhou@usc.edu (emails will be answered within 48 hours)**
> Phone Number: 281-744-3628 (cell phone) -for Emergencies
> Class Website: Blackboard

Rossier Mission

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

Course Description

This course will analyze through a social justice lens the following topics: introduce the disability rights movement, disability law, assistive technology, universal design, types of disabilities, accommodations, career planning, transitions to college, disability office administration, and emerging issues for students with disabilities.

Learning Outcomes

By the completion of this course, you will be able to:

- Understand the role that disability services has in all aspects of higher education
- Examine disability frameworks and models of disability identity
- Identify how disabilities are assessed and documented, what accommodations are available, and how they are accessed for students with disabilities
- Apply universal design concepts to create a welcoming environment for students that have disabilities

- Develop an expanded lens for viewing the body, society and culture within a social justice, disability positive framework in higher education

Required Texts
- Evans, N.J., Broido, E.M., Brown, K.R., & Wilke, A.K. (2017). Disability in Higher Education: A Social Justice Approach. Jossey-Bass.
    - This book is referred to as Evans in the Class Assignment chart
- Vance, M.L., & Lipsitz, N.E., & Parks, K. (Eds.) (2014). Beyond the Americans With Disabilities Act: Inclusive Policy & Practice for Higher Education. Washington, DC: NASPA.
    - This book is referred to as Vance in the Class Assignment chart

Online Texts
- American Psychological Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed. Text Revision). Washington, DC: Author. Online Link
- APA Style-updated edition
    - USC Libraries Guide for APA
- USC Libraries Guide-Diversity, Equity & Inclusion

Email Communication
Your USC email account is the primary mechanism for sending official communications. Make sure you are creating time for checking your USC email account daily or for ensuring that email sent to your USC address is forwarded to an account you check daily.

Designated Employee
My priority as your professor is to ensure a safe, respectful education environment where all students can learn and thrive. The University does not tolerate any form of protected class (e.g., race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) discrimination or harassment (including sexual assault, dating and domestic violence, stalking) or related retaliation.

All faculty and Teaching Assistants are considered Designated Employees by the University, which means that if they learn of such conduct, they are obligated to promptly share that information with the University's Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). This obligation is grounded in law and policy and designed to protect the safety of students and the broader USC community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Supportive measures include reasonable academic accommodations with or without the filing of a Formal Complaint.

If you need academic accommodations due to protected class discrimination or harassment or related retaliation, you may contact EEO-TIX directly (eeotix@usc.edu or 213-740-5086) without sharing any personal information with me.

If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-WELL (9355) or 213-740-4900 and press 0 after hours).

If you are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth, please email me to request accommodations. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations directly through OSAS and or contact EEO-TIX for assistance.

Finally, if you need reasonable accommodations for a religious observance, please submit a request to me by email as far in advance as possible. Accommodations do not relieve you of the responsibility for completion of any part of the coursework you miss as the result of a religious observance. If you have questions or concerns about your request, you can contact EEO-TIX.

Academic Accommodations

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Anyone requesting academic accommodations based on a disability must register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is in Grace Ford Salvatori Hall (GFS), Room 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The email address is: OSASFrontDesk@usc.edu The website for OSAS has additional information regarding accommodations and requests.

Diversity/Inclusivity Statement

I am committed to creating an inclusive environment in which all students are respected and valued. I will not tolerate disrespectful language or behavior based on age, ability, color, ethnicity, race, gender identity or expression, pregnancy/marital/parental status, military/veteran's status, national origin, political belief or affiliation, religion, sex, sexual orientation, socioeconomic status, or any other protected characteristics, nor based on other visible or non-visible differences. I expect the same from you. We are here to learn with and from one another. It is the responsibility of each of us to ensure that our classroom space, and the university, is a safe and inclusive environment that facilitates learning.

We may touch on topics that some students feel sensitive about during class. If you find yourself having an emotional response, please reach out to me. I intend to create an equitable and inclusive learning environment that recognizes, respects, supports, and affirms the diversity of identities, backgrounds, and experiences that we all hold. I expect that you assist in co-creating this environment with me and for each other.

Disability Syllabus Statement

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know as soon as possible so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations. I am always happy to consider creative solutions if they do not compromise the intent of the assessment or learning activity. I welcome feedback that will assist me in improving the usability and experience for all students.

Learning Needs

If you have any special learning needs, please feel free to discuss these with me. Always feel free to discuss any assignments with me for feedback before they are due (48-72 hours before).

Technology in the classroom

I encourage you to use personal electronic devices (laptops, cell phones) for academic purposes directly related to the class. Students using a device for purposes not directly related to the class will be required to put the device away. There are times that I will request that all devices are put away to ensure focus on class activities, but this will be the exception rather than the norm.

USC technology rental program

I realize that attending classes and completing coursework requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application.

USC Technology Support Links

Zoom information for students
Blackboard help for students
Software available to USC Campus
How to update to Zoom to the latest version

Zoom etiquette

"Netiquette" or "internet etiquette," is the recommended communication and behavior of online communication. Having a Zoom netiquette policy can help to minimize the chances of miscommunication and perceived disrespect. I would love to see your faces in class as much as possible. However, I recognize that some of you may be facing challenging situations such as internet connectivity or a home environment that makes this difficult or impossible. Please consider using a virtual background if possible as this will eliminate most privacy concerns, and earphones or headsets to improve audio quality. If you are not able to have the camera on in class, please contact me directly and privately to make accommodations. If you encounter any issues that are barriers or that make attending class difficult, please let me know.

Attendance in Synchronous Sessions

Remote learning, paired with the fact that you are spread across time zones, presents several challenges related to attendance and participation in synchronous class sessions. In general, you should plan to attend every synchronous session for the classes in which you are enrolled, irrespective of when it occurs in your time

zone. If the class occurs outside of the reasonable learning hours of 7 am to 10 pm in your time zone, please contact me for accommodations.

Residential and Hybrid Streaming Model Courses
Continuously updated requirements can be found on the [USC COVID-19 resource center website](#).

Synchronous session recording notice
The synchronous sessions will be recorded and provided to all students asynchronously via Blackboard within 24 hours of class completion.

Sharing of course materials outside of the learning environment
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations
Course evaluations will be given twice a semester: once during mid-semester and once towards the end of the semester. Class time will be given (10-15 minutes) to complete evaluations before they are due.

Writing Style
All assignments must be typed and should conform to the style and reference notation format outlined in the Publication Manual of the American Psychological Association, Seventh Edition (2019). If you are unsure about certain APA formatting and citation rules, refer to the manual, APA style guide or Purdue OWL. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly. Paragraphs should be well developed. Poor grammar, sentence structure, and spelling will lower your grade. All assignments should be double-spaced, use Times New Roman, 12-point font with one-inch margins on all sides of the paper. Please do not use alternative fonts or sizes or alter the margins.

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct contrasts with the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. If you are unsure what constitutes any of these academic misconduct activities, please reach out and we can talk about the process.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Assignment Submission Policy

Please submit all written assignments on Blackboard by the due date and before coming to class. No hard copies will be accepted. **Please submit all assignments as PDF**. The Pages program for Mac will not accepted.

With your USC account, you have access to free Microsoft Office. Visit this link with photos of step-by-step how to access and activate.

All Assignments should be turned in with the following format:
Your Last Name(s), Assignment Name
Example (Smith, Weekly Journal 1) or (Smith, Davis, Mora, & Stanton, Team Presentation)

Grading

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Assignments turned in after the due date will be penalized 1/3 of a letter grade for each 24 hours it is late. Assignments will not be accepted if more than one week late. All assignments are to be submitted through Blackboard before coming to class.

Grading Scale

A = 94-100	A- = 90-93	B+ = 87-89	B = 84-86	B- = 80-83

C+ = 77-79   C = 74-76   C- = 70-73   D = 65 - 69   F = < 65

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished because of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Assessment of Work Quality

The following rubric provides a guide as to how the quality of completed assignments will be evaluated.

Category	*Excellent*	*Acceptable*	*Needs Work*
Depth of thought	Shows evidence of depth of thought in preparation, intellectual curiosity, adequately supported arguments, and clarity of presentation	Evidence that thought and attention given were insufficient; evidence in support of argument may be lacking to make persuasive presentation	Not evident that serious thought went into preparation
Connection to readings	Assignment demonstrates knowledge of concepts from course readings and integrates course content in an appropriate manner	Some parts neglect important concepts presented in the course readings or discussion, or the concepts are integrated in an inaccurate manner	Fails to relate to course materials or demonstrate knowledge of course content
Completeness	All parts of the assignment are done completely and according to guidelines provided for the assignment	All parts done completely, however, lacks adherence to guidelines in some areas	Assignment is not entirely complete and/or shows marked lack of adherence to guidelines

Growth	Highly responsive to feedback from peers and instructors. Substantive revisions in content and format demonstrate willingness to rework ideas and presentation.	Modest revisions in content and format, or revisions don't have a substantive impact on the overall communication of ideas in the document.	Little to no evidence of integration of changes in content or format in response to feedback.

Classroom Norms

We are creating a brave space where we may be having hard conversations that may challenge your thoughts and ideas. To promote a respectful, professional, and productive classroom environment, the following expectations will be maintained during all class sessions.

- Be present and attentive
- Listen actively
- Use I statements to speak your truth
- Either support assertions with evidence, or speak from personal experience
- Avoid inflammatory language including put downs, yelling, name calling, etc.
- Make a single point each time you speak, rather than making a series of statements at once
- Do not interrupt when someone else is speaking
- Criticize ideas, not people
- Admit when you may have been wrong and know it is okay to change your mind
- Give grace, take grace: Trust that people are always doing the best that they can
- Move up, move back: be aware of how much space you are taking, allow all to participate

Our classroom provides an open space for the critical and civil exchange of ideas. Some content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Learning Process

This class will require pre-class work to get you familiar with the material including pre-readings, pre-videos, discussion board posts, and weekly assignments. These should not be stressful to complete and are credit/no credit. Part of this pre-class work will have you prepare questions you still have about the material so I can prepare answers for class. There will be time in class to interact with the material including small and large group discussions, case studies and other things. There will also be time in class where we will work on longer assignments (paper and final project).

Course Requirements

Assignment	Points	Due Date
Class participation	15	Every week
Weekly Discussion Posts	15	Every week
Weekly Assignments	15	Every week
Disability Paper	15	End of Week 8

Group Project	25	Final Class
Reflection Paper	15	Final
TOTAL	100	

You will notice that there are multiple assignments due before class. These should be low stress, low stakes and should give you a chance to engage with the material before coming to class. Past semesters have shown me that this is a great way to increase participation and create rich classroom discussions. And since it is low stakes, it is an accessible way to make the class points be less weighted with large assignments.

Class Participation 15%

- *Your development as a professional in post-secondary education includes learning, consultation, discussion, and teamwork with your colleagues.*
- If you are going to be late to class, please e-mail (or text) me as soon as you know you will be late.
- If you are sick or not feeling well, please email me to let me know and attend class remotely.
  If you are too sick to attend class, please rest and get better. Recording of class will be available the next morning.
- Class participation in discussions is an important component of graduate level coursework. You are expected to attend all class sessions, on time, for the entire course of the class, and prepared to discuss the reading assignment. If extenuating circumstances occur, please let me know.
- Participation can include small group discussion, questions in class, and class activities.
- If you are attending online, using the chat in an online format can count as well.
- If you miss class and do not attend remotely, you will still need to turn in the weekly journal and weekly WD. You will also need to write a 2–3-page APA format paper analyzing the readings (comparing and contrasting them to one another and summarizing).
- All assignments will be due by the start of class.

The following rubric provides a guide as to how **course participation** will be assessed

Active Presentation:
- Exhibits evidence of having completed all assignments/activities according to guidelines that were assigned
- Initiates discussion and supports points using page-specific references to readings or other materials
- Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material

Moderate Participation:
- Attempts to participate and has completed most assignments and activities
- Supports points during discussion but uses general references to readings and other materials
- Furthers the discussion and builds on the ideas of others; general or limited references to course materials

Low Participation:
- Exhibits lack of preparation and noncompletion of required assignments
- Rarely initiates discussion and is not able to reference required readings or other materials
- Comments do not further the discussion and do not exhibit careful reflection on the material

Discussion Agreement

By participating in this course, you are agreeing to abide by the following ground rules for discussion:

- Promote an environment conducive to learning
- If something did not make sense, ask about it because it is likely that others have the same questions
- Respect differences of culture, nationality, values, opinion and style
- Welcome disagreement and debate, as they provide opportunities to learn
- Seek to understand first before trying to be understood
- Encourage participation and recognize that everyone has something to contribute
- Promote clear communication—be specific, give examples, and ask questions
- Speak for yourself. Use "I" statements. Let others speak for themselves
- Add to what has already been said, be conscious of time

With Zoom, I like to encourage students to actively participate in the chat using hashtags: #question, #debate to bring diversity of thought, #aha if you have an insight you would like to share. I also like to recommend for students to use the raise hand feature for a question/comment as Zoom tracks order that students raise their hands.

Weekly Discussion Posts 15%
- *These posts are used to allow for you to engage in the material and come to class ready to discuss various topics and projects. They also allow for me as the instructor to know where the gaps are and to adjust the lecture to make sure they are included.*
- These are to be completed before class on Blackboard and due by 2PM before the class meeting.
- Post on the Weekly Discussion Board about questions that you have from the readings. Feel free to post any likes/dislikes.
    o To help spark conversation, please try and respond to at least 2 discussion posts

Weekly Journals 15%
- *These journals are used to allow for you to engage in the material and come to class ready to discuss various topics and projects.*
- These are to be completed before class and due by 2PM on Blackboard before the class meeting.
- Each week you will be responsible for completing a short assignment. The goal is to demonstrate that you understand the material and give your unique perspective. Since these are reflection papers, there is no correct answer. We will be discussing these in class.
- Points are awarded for turning in journals on time and following the guidelines below:
    - A 1-2-page, APA format (no title page) journal
    - Answering the complete question

Disability Paper 15%
- *Disability representation in popular media culture is becoming more prominent but may not be accurate.*
- Select a figure from literature, television or film that is thought to have a disability (officially diagnosed or not)
    - Past examples: Avatar the Last Airbender, Wandavision, Big Band Theory, Forrest Gump, Community, Queen's Gambit
- Explore the following information in 4-6 pages (15 points total):
    - What is the diagnosis? (3 points)
    - Is it an "official" diagnosis? (1 point)

- Is the interpretation of the diagnosis accurate or not, according to DSM-5-TR or CDC/WHO (for physical disabilities) criteria? (5 points)
- What assistance or accommodations do they have in place? (2 points)
- What are 3-5 suggestions for potential future treatment? (3 points)
- Correct APA formatting (1 point)
- Paper Outline/Planning
  - Week 4: Your selection for a pop culture figure is due to your instructor. It will need to be approved before writing the paper.
  - Week 5: You will have time in small groups to brainstorm your outline
  - Week 6: Come prepared with an outline of your paper
  - Week 7: Bring an almost finished draft of your paper that you will exchange and review in pairs for additional feedback (Remember I am always available for questions!)
  - Paper is due week 8

Group Project Presentation 25%

- *Group work is highly valued in higher education. This is a cumulation project to show what you have learned throughout the semester.*
- Create a case study of a student that is arriving at a higher education institution that has a disability that you have connected with in your office.
- Considering the following information for a 15-20-minute presentation (25 points total):
  - Describe the student including the disability (3 points)
  - What documentation does the student have? (2 points)
  - What accommodations are available for student use? (3 points)
  - What transitional steps would be important for the student? (3 points)
  - What framework/model of disability would you use to conceptualize the student? (4 points)
  - What elements of Universal Design would you implement? (2 points)
  - What 3-5 campus resources would be important to connect the student to and why? (3 points)
  - How will you assess success using Kirkpatrick's Assessment? (2 points)
  - Remember-for the presentation to incorporate Universal Design of Learning and Instruction Techniques (2 points)
  - Presentation in APA style (1 points)
- Your case study overview Worksheet is due Week 12 in class
- Your final project is due Week 15 for presentations

Final Reflection Paper 15%

In 4-6 pages, consider the following information (15 points):
- Conceptualization of the group project (3 points)
  - Did the group work well together? (1 point)
  - What was helpful? (1 points)
  - Did it assist in case conceptualization? (1 points)
- What are your 3-5 big takeaways from this course? (5 points)
- How can you implement these takeaways going forward in your future career? (5 points)
- APA format (2 points)

- REMINDER: "reflection papers" do not simply summarize what is read or observed but provide examples and justifications for why you think the way you think.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Week	TOPICS/DAILY ACTIVITIES	READINGS/HOMEWORK	ASSIGNMENTS DUE
1 (8/24)	Introduction: What is Disability?	Vance: Ch 2 Evans: Introduction and Ch 4 Intersectionality PDF	WD 1 WA 1: What do you know about disability? What are your goals for this course?
2 (8/31)	History of Disability in US/Higher Education and Legal Context	Vance: Ch 1 Evans: Ch 1, 3 C-Span Video (9:19) NBC News Article	WD 2 WA 2: What are your thoughts on the Ed Roberts 60 minutes video? (CW) (13:46)
3 (9/7)	Models of Disability Identity	Vance: Ch 19 Evans: Ch 2, 5 Forber-Pratt & Zape (2017) Inside Higher Ed article	WD 3 WA 3: What are 2-4 factors that you think could influence a college student's disability identity development?
4 (9/14)	Assessment, Diagnosis, Documentation and Accommodations	Vance: Ch 4, 5 Evans: Ch 11 Mapou (2005) chart	Disability Paper Topic WD 4 WA 4: Review the USC OSAS website, what information is available about assessment, diagnosis, and accommodations? Was it easy to follow and understand?
5 (9/21)	Transitioning from High School to College/Campus Climate	Vance: Ch 12, 15 Evans: Ch 8, 9, 13 Institute of Science PDF	Disability Paper Brainstorm WD 5 WA 5: Visit AHEAD, what are 2-3 takeaways?
6 (9/28)	Universal Design of Learning and Instruction	Vance: Ch 3, 11 Evans: Ch 10, 12	Disability Paper Outline WD 6 WA 6: Watch DO-IT Accessibility video (6:47), what are your takeaways?
7 (10/5)	ADHD/SLD	DSM: Neurodevelopmental Disorders Vance: Ch 8	Disability Draft Paper WD 7 WA 7: Visit CHADD and NCLD, what are your takeaways?
8 (10/12)	Mental Health: Depression, Anxiety	DSM: Depressive Disorders and Anxiety Disorders	Disability Paper WD 8 WA 8: Visit ADAA, what are your takeaways?
9 (10/19)	Autism Spectrum Disorder (ASD)	DSM: Neurodevelopmental Disorders	WD 9 WA 9: What are your thoughts on Temple Grandin's TED Talk? (19:44)

10 (10/26)	Deaf/Hard of Hearing Blind/Low Vision	Visual Impairment Overview Hearing Loss Overview Deaf-blindness Overview Inside Higher Ed Article Supporting Blind Students PDF	WD 10 WA 10: Review Gallaudet University, National Association of the Deaf, and National Deaf Center, what are your takeaways?
11 (11/2)	Physical and medical disabilities	Physical Disabilities Overview Abes & Wallace (2018)	WD 11 WA 11: What are your thoughts on the Swim with Mike program
12 (11/9)	Theories for Developing Programs and Assessment	Vance: Ch 9, 10, 18, 20 Evans: Ch 14, 15 Kirkpatrick (2021) PDF	WA 12: Group Project Overview Worksheet Due WD 12
13 (11/16)	Special Student Populations/Preparing for the workforce	Vance: Ch 6, 7, 13, 14, 16, 17 Evans: Ch 6, 7 Fleming (2017) Career Overview	WD 13 WA 13: Trojan Learn Digital Accessibility Training-submit a screenshot of the completionand Visit https://accessibility.usc.edu/
14 (11/23)	*Thanksgiving*	*Thanksgiving*	*Thanksgiving*
15 (11/30)	Emerging Issues/Group Projects	Evans: Conclusion	Group Project Presentation WD 15 WA 15: What are 2 things that surprised you the most about the topic of the class?
12/7	Final		Final Reflection Paper

Support Systems

Student Resources and Support

College can be a stressful time, and challenges to one's mental health can interfere with academic performance. Seeking help and support is smart and effective. These resources can help students manage personal concerns that threaten their emotional or academic well-being.

Reporting Sexual Misconduct and for those experiencing stress around issues of gender or protected class (including sexual assault): If you become aware of incident of sexual misconduct please consult the Sexual Assault Resource Center website and connect with one of the following departments immediately:

Relationship & Sexual Violence Prevention Services (RSVP) – (213) 740-9355
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class.
Confidential and Private Resources

Department of Public Safety – (213) 740-6000 or Emergencies (213) 740-4321

For those experiencing psychological distress:

Counseling and Mental Health – (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
Services for Cultural Communities

National Suicide Prevention Lifeline – 988
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.

Additional support services:

Campus Support & Intervention
Assists students, faculty, and staff in resolving complex issues adversely affecting their success. For students the issues could be personal, financial, and academic.

Kortschak Center for Learning and Creativity

USC Threat Assessment and Management

Asian Pacific American Student Services (APASS)

[Center for Black Cultural and Student Affairs (CBCSA)](#)

[Latinx/Chicanx Center for Advocacy and Student Affairs (La CASA)](#)

[LGBTQ+ Resource Center](#)

[Veterans Resource Center](#)

[First Generation Plus Success Center (FG+SC)](#)

[Student Basic Needs](#)

[Culturally affirming Lounges:](#) Native American & Pasifika Student Lounge (STU 405) and
Middle Eastern & North African Student Lounge (STU 100)

[Diversity at USC](#)
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

[USC Emergency Information](#)
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible,