SIT Graduate Institute/SIT Study Abroad
SIT Digital Collections

Capstone Collection   SIT Graduate Institute

Summer 8-18-2016

An Introductory Online Interactive Training to Disability Etiquette and Protocol to Promote Inclusion

David Murcko
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/capstones

Part of the Disability and Equity in Education Commons, and the International and Comparative Education Commons

AN INTRODUCTORY ONLINE INTERACTIVE TRAINING TO DISABILITY ETIQUETTE

AND PROTOCOL TO PROMOTE INCLUSION

David Wilson Murcko

PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in

International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

August 15th, 2016

Advisor: Lynee Connelly

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my capstone on its websites and in any of its digital/ electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my capstone by any third party who might access it on the Internet or otherwise.

Student name:_____ _David Murcko _____

Date:_____August 15th, 2016 _____

Table of Contents

ABSTRACT

Study abroad is a privilege and an opportunity of a lifetime that not many individuals take full advantage of. Many factors can contribute towards a student's decision to not study abroad, including but not limited to: finances, academic coursework, family concerns, and not being able to graduate on time. A topic rarely discussed is disclosing medical information. While the amount of students studying abroad is increasing every year (see Appendix A for detailed information), a significant amount of underrepresented minorities desire to embark on that journey of study abroad as well. Unfortunately, advisers are not always well equipped with adequate knowledge of resources. Outdated terminology and language can unintentionally ostracize and even further exclude students, especially students with disabilities. Faculty, staff, and students around the country have contacted our organization about inclusive practices, what terminology to use to advise better, and how to make their own materials more accessible to everyone.

Literature reviews, personal experience, and online scholarly research has shown that the following can increase underrepresented minorities participation in study abroad: self-confidence, preparation, a positive attitude, flexibility, patience, cultural understanding, willingness to learn and being uncomfortable. These factors can help students (with and without disabilities) take that leap of faith to pursue study abroad to further educate themselves personally and professionally. This capstone paper outlines a need for a Moodle designed **online interactive training** not only to promote inclusive practices, but to help study abroad advisers be more open minded to change and indirect with students to help them gain a basic understanding for the need of international and cultural educational exchange.

Introduction

This capstone paper aims to provide the necessity for an introductory online interactive training, which has been called the OIT (Online Interactive Training) initiative. For the purpose of this capstone, the real name of the organization will be replaced to Accessibility for all Educational Agencies (AFEA). This Moodle designed program will help promote inclusion, foster student development, and growth covering topics such as: disability etiquette, study abroad advising techniques, training protocols, accessibility, culture, universal design of learning, terminology, and language. It is introductory on the fact that there is an excessive amount of information surrounding the topic of inclusion so the bare necessities will be explained to help facilitate and start the dialogue.

Inclusion can manifest itself in various ways and people need to understand why having awareness and knowledge about inclusion is important towards self-autonomy, intercultural competence, tolerance and multiculturalism. Since the Americans With Disabilities Act (ADA) was established in 1990, more students have been given the same rights and legal protection as those mandated as citizens of the United States regardless of sex, national origin, color, race, religion or age (Cooper, 2011). However, even today, many barriers (both visible and invisible) need to be addressed to help create an environment of inclusion, acceptance, tolerance and accessibility.

Since 2006, the Institute of International Education (IIE) has been releasing an annual Open Doors report to see how many students classify as having a disability and study abroad. For the last ten years, more students have been self-advocating and identifying as having a disability or some kind of limitations when applying to study abroad. Please see Appendix B for a chart from the Institute of International Education (IIE) regarding statistics about students with

disabilities studying abroad from the U.S. From only 1,000 students with disabilities in 2006 to approximately 3,600 students with disabilities last academic year (2014/2015) have taken that chance to go study abroad.

Michael Davidson (2010) discusses how a local community swimming pool can easily describe the complex nature of disability. Disability studies is an identity category that is often unrecognized as such by those who fall under its terms, allowing others agencies and policies to define the category for them. People, by default, are all disabled in some way whether it is visible or not. To some people, it is suggested "no one is disabled. Everyone is disabled" (Davidson, 2010, p. XIII). It definitely puts your world into perspective when social justice, equality, and inclusion are put into play.

Richard Rose (2010) mentions that we are living in the age of information. There is an even greater risk of misinterpretation of the world due to increased mass communication because it is so simple to share ideas and perspectives while interpreting the meaning of the messages we receive are not. Rose (2010) states:

> "It is tempting to believe that our own perceptions are a fair reflections of the society in which we live, whereas in reality we are limited by our experiences and the narrow confines of our daily lives. In order ensure that we have an opportunity to understand the world around us we must develop and accrue knowledge on the basis of listening to those whose experiences and lives may differ considerably from our own and respecting their interpretations of the society which we share." (p.1)

Another perspective that most people probably do not consider is that being able bodied can be the most perilous threat to humanity of all with assumptions, judgment, stereotypes, and preconceptions. There is the belief that disabled people are incapable of doing anything (Rose, 2010).

Upon first glance at my physical appearance -- white, male, five foot ten inches, brown hair, blue eyes and freckles--most people would not think that I am a person who needs accommodations regarding disabilities or even accessibility when they see me. I do have any physical impairments or limitations that would hinder me from participating on a study abroad excursion or program. That is only what is seen on the outside, but do many people think about internal struggles? As seen in Figure 1 below, not every disability is entirely visible so be conscious of your manners and vocabulary.

Figure 1.

Photo credit from http://www.brainline.org/

Being deaf for the first three years of my life, with a learning disability growing up, and getting Type 1 Diabetes at the age of 16 was not easy. My hearing was cured after an operation, but I still have a learning curve and my diabetes will probably not be cured within my lifetime. Regardless, I am going to live a full life.

During the early stages of your life, the brain and your body are constantly developing and it is imperative that you use your senses to help grow, learn, and mature to reach your full

potential. I knew growing up that I was slightly different when it came to learning and I never thought anything of it. My family has always been loving, caring, and supportive of my decisions involving travel and the risks involved with it. When it came to wanting to study abroad to Tokyo in undergrad with Type 1 Diabetes, I understood that accommodations were needed and getting what was needed became important. Having an adviser present that did not put limitations on my education, saw true potential for what I had to offer and provided critical moral, emotional, and positive support throughout the whole process was fundamental.

There are many challenges facing students with disabilities on college campuses although there are not always visibly present (Harding, 2008). These include but are not limited to: "underrepresentation of the issues and concerns of students with disabilities, accommodations and faculty attitudes towards these students, career-planning opportunities, invisibility and equal participation on campus, quality-of-life issues, academic planning and course scheduling" (p. 194). Advisers must be aware of the issues and challenges that face students with disabilities and advisers need to be friendly, open-minded, non-judgmental and trustworthy. Students can and should feel safe and comfortable to establish a long-term relationship with the study abroad office if advisers have these traits and are aware of the issues at hand.

Advisers must also be conscientious of their own biases towards any type of community on campus and also be an advocate for these students. Advisers can help steer these students into a direction and the students themselves must make an effort to make their own education into the rewarding experience that they have always wanted. From joining students organizations to off-campus events, these students will inevitably discover their own identity, gain new skills, and not only develop self-respect but also self-advocate for themselves and have the confidence to believe that they can do anything as long as they put their mind to it.

As a person who has overcome obstacles (as I like to call them), I never thought that I was disabled at all. It was not until society categorized me into a certain group that I began to think about it more and that I should embrace what I have and not be ashamed of whom I am. Throughout my life, I have visited over 15 countries, taught English in Japan and South Korea, backpacked around Southeast Asia, and led high school students on a experiential learning program across Japan. I will continue to embrace cultural and international change from various angles / perspectives and spread the love of multiculturalism to all types of students to help promote inclusion and create a more tolerant, open-minded, and peaceful planet.

Background

Accessibility for all Educational Agencies (AFEA) is a virtual non-profit organization created in 2015 that specializes in online resources, strategies, and tips. AFEA specializes in helping students with disabilities and from underrepresented minorities study abroad and embrace cultural change. AFEA believes that everyone should have the invaluable opportunity to travel abroad in order to learn and grow from other cultures. Staff members in AFEA have immense passion and prides themselves in the fact that people, regardless of what disability they have, can and should study abroad to further educate and expand their cultural horizons. AFEA believes that there are no limitations to what people can and cannot do.

While AFEA does not specifically work with universities or schools, the organization hopes that in the near future it will begin to partner with universities, third party providers, grassroots organizations and much more that will give resources, tips, strategies and trainings to these places of interest. As of right now, the organization is slowly providing quality care by building personal relationships instead of focusing on numbers or statistics.

Other organizations provide a lot of materials for students with disabilities that wish to

travel overseas. All of these organizations collaborate and work very closely with one another. AFEA offers an hour-long conversation twice a month to provide resources, tips and strategies to students, faculty and staff alike with any questions, which they might have about disability services. Prospective students spoke to AFEA and said it was mentioned that AFEA provides attention, dedication, and care to the clients so a trusted bond can form almost immediately. Since AFEA started within the last year, the non-profit has been working its way from the ground up. AFEA can potentially help universities be more inclusive and foster student, faculty and staff development for all to learn and grow from each other in the future.

The OIT (Online Interactive Training) is a training specifically designed to help educate, inform, and help higher education educators be aware of disability services, accessibility resources, and inclusion initiatives. It will provide real life scenarios, examples of disability culture and portrayals via media and television, positive and negative language and the consequences of ignorant and intolerant actions caused by misunderstanding, lack of cultural immersion and desire to expand one's own knowledge.

There will be six modules that will focus on the following:

- Module 1: An Introduction to Inclusion

- Module 2: Disability Etiquette, Vocabulary, and Culture

- Module 3: What is Assistive technology & Website Accessibility

- Module 4: Language is Everything!

- Module 5: What does Inclusion have to do with Study Abroad?

- Module 6: Putting it all together.

Participants will have a username, password, and access to Moodle (course management website) where the training will ask participants to reflect, share and collaborate answering

questions, quizzes, watching videos and writing in forums. Before participants can start the

training, a self-introduction is required. Explanations asking why participants are in this training

and what they wish to gain from this training. AFEA encourages participants to use critical

thinking skills and understand how each individual defines inclusion, so participants will have no

resources to begin with. As each participants progress through the modules, they will unlock

additional resources such as websites, PDFs, and more regarding accessibility, etiquette, theories

and more. Participants will be able to save their progress at anytime.

Literature Review

Introduction

Inclusion is an umbrella term where the word can have different meanings and

perceptions depending on the context it is set in. According to Merriman-Webster (2015),

inclusion is "the act or practice of including students with disabilities in regular school classes".

When the word "inclusion" was inputted into the search engine, hundreds of thousands of types

of examples from biology, medicine and much more appeared. In the world of international

education, inclusion is the act of including everyone within a group or structure. NAFSA (2016)

highly encourages all students to promote inclusion when they are traveling or working overseas.

Ungar (2016) proposes a simple yet effective way to open the American mind to study

abroad. He states that:

> "Luckily, there exists a disarmingly simple way to help address this
> problem and to produce future generations of Americans who will
> know more and care more about the rest of the world: massively increase
> the number of U.S. college and university students who go
> abroad for some part of their education and bring home essential knowledge and
> new perspectives." (p.112)

Unfortunately, not all advisers see eye-to-eye on these subjects especially when it comes

to study abroad regarding particular subjects and majors. Certain advisers would "counsel

against education abroad, on the theory that it could somehow make those students less competitive for admission to the top U.S. medical schools" (Ungar, 2016, p.115). While diversity has increased in the field of study abroad, it is very small. The majority are predominately white, female, liberal art major students (Ungar, 2016). Marlene Johnson, executive director and CEO of NAFSA, blames higher education administrators for not tackling the issue at all and also for quietly dismissing study abroad as an option (Ungar, 2016). Many first generation, non-traditional college students, and underrepresented minorities see study abroad as a luxury, a rite of passage, or for the elite only such as wealthy white families.

When Ungar (2016) became the president of Goucher College, they saw the potential for transformative study abroad experiences and eventually made study abroad mandatory for all undergraduate students. While the process and transition was not easy, overtime, the school saw that domestic student enrollments grew, horizons broadened, instructors and advisers became accommodating to the change and international students felt welcome and at home. Ungar (2016) stated that "coincidentally, studying overseas together sometimes improved relations among members of different ethnic, social, and religious groups on campus when they returned."

Within a decade, the goal is for at least one third of Americans that are pursuing an undergraduate degree should have access, without any financial hardship, to an academic, rigorous, meaningful and transformative study abroad experience. "Any study abroad experience is better than none at all" (Ungar, 2016, p.121). In order to dispel stereotypes, get rid of violent extremism and enhance intercultural communication, the American population needs to understand international perspectives of the U.S from other countries outlooks and standpoints.

Ainscow (2008) mentions that tackling the issue of inclusive education on an international level is problematic especially when every country defines it in a variety of ways.

Not only is it defined uniquely within a single country but even within schools. Research has shown that there are five ways of thinking about inclusion. "These are: (a) inclusion concerned with disability and ''special educational needs''; (b) inclusion as a response to disciplinary exclusions; (c) inclusion as being about all groups vulnerable to exclusion; (d) inclusion as the promotion of a school for all; and (e) inclusion as Education for All." (p.17) In order for these ways to work, it will involve efforts including work for the Educational for All (EFA) initiative, collaboration between schools, communication within cultural context and communities, and networking to teach, learn, develop and further expand inclusive practice within education systems.

Most people would categorize or segregate inclusion with disability and special needs, which is not always the case. Some schools seem "to perpetuate a view that some students ''need'' to be segregated because of their deficiency or defect. Yet those who argue that placement in special schools is a neutral response to ''need'' consider that some children are best served in such settings." (Ainscow, 2008, p.17). Others see compulsory segregation as a contribution to the oppression of people with disabilities, similar to marginalizing groups on the basis of race, gender, sexual orientation and more.

Ainscow (2008) says that educators in the field must recognize that field of inclusive education is complicated with riddles, uncertainties, contradictions and more. Research and studies have shown disappointing results from the United Kingdom, Asia and to certain countries in Africa. Providing basic access not just to inclusive education, but also to education itself is the utmost concern. Initiatives and efforts are constantly being executed not only from an educational standpoint but also into the political agenda. Moving towards inclusion, networking, communication, focusing on inclusive teaching and leadership, and understanding the culture of

inclusion is essential as "inclusion is seen as a never-ending-process" (Ainscow, 2008, p.20).

There needs to be an overhaul of schools that suggest "cultural vigilantism", which exposes

exclusion in every form is to blame rather than fostering an inclusive educational culture (p.26).

It is imperative that developing nations should not underestimate the challenges involved

with ensuring equal access to inclusive education, but most importantly, an education in general.

There are geographically, political, economical, cultural factors as well as contextually specific

values and beliefs that attribute to understanding the complex process of education (Ainscow,

2008). While the process is gradually progressing and improving, it will take time, patience and a

positive attitude.

From the scholarly articles just mentioned, this review of relevant professional and

theoretical literature will focus on five major theories that describe why understanding inclusion

is important. It is not just for students with disabilities but for educational advisers as well. There

are numerous theories out there, but for this capstone, it will focus on five major ones focused on

different foci. They are as follows:

- 1) Identity theory (focusing on identity of student development)

- 2) Emerging adulthood theory (focusing on student growth and self-advocacy)

- 3) Cognitive-structural theory (focusing on intellectual development)

- 4) Typology theory (focusing on human behavior, change, and personality)

- 5) Models of disability (social, medical and traditional) (Forney, 2013).

Identity Theory

To better understand about inclusion and student development, Arthur Chickering (1969),

known for his theory of understanding identity development for college students, explains that

there are seven vectors of development. These vectors can be utilized by advisers to be more

inclusive to welcome students with disabilities in a more open manner. These seven vectors

specifically focus on college students and how they develop through a "journey towards

individualization" rather than a linear progress (Hernandez, 2014, p. 23). The seven vectors are

the following:

- "1) Developing confidence

- 2) Managing emotion

- 3) Moving through autonomy towards independence

- 4) Developing mature interpersonal relationships

- 5) Establishing identity

- 6) Developing purpose

- 7) Developing integrity" (Hernandez, 2014, p. 23).

Hernandez (2014) stated that Chickering's theory of identity development is useful for

education abroad advisers because it shows how the different vectors influence student

development in every phase of studying abroad. From setting foot on campus, entering the study

abroad office, observing how accessible campus is and interacting with faculty, staff and

students can determine whether or not students with disabilities feel comfortable and secure with

studying abroad. There are also seven environmental elements that Chickering called key

influences that also affected student development and learning (Forney, 2013). They were the

following:

- "Institutional objectives

- Institutional size

- Student-faculty relationships

- Curriculum

- Teaching

- Friendship and student communities

- Student development programs and services" (Forney, 2013, p. 69).

How many students are present, subjects being taught, student and faculty interaction, language(s) being used and even the services and meaningful opportunities presented by the institutions are external factors to be considered. These factors can greatly affect one's identity and determination of whether or not to take that risk of study abroad.

This theory is just one of many advising model theories that address multiple academic disciplines in education. Even today, "more research is needed to bring these fields together in order to better understand advising techniques and effectiveness and how best to apply this knowledge to education abroad advising" (Hernandez, 2014, p. 24).

Emerging Adulthood Theory

Individuals nowadays are taking longer to recognize themselves as adults. Jeffery Arnett (2000) created the concept of "emerging adulthood", suggesting that students between the ages of 18 – 25 are taking longer to develop and understand their own identity. Hernandez (2014) believes that this is negatively affecting students learning and impeding their progress towards complete autonomy and self-regulation. One of the main reasons is that the cultural shift in our reliance of technology has put an "electronic tether" on current students and how they remain attached to their parents (Hernandez, 2014, p. 24). Advisers should help create a safe and prosperous environment to foster intercultural development before, during and even after the student's study abroad experience. Advisers should assist with student's autonomy and their reliance on technology, which inhibits student autonomy, cultural involvement and integration (Hernandez, 2014).

Cognitive Structural Theory

Perry's (1969) Theory of Intellectual and Ethical Development focuses on how people think, reason and make meaning of their experiences in life, or making meaning (Forney, 2013). Understanding this theory can be a useful tool for advisers to understanding how students grow with cognitive complexity with making meaning of how they view experiences and even their own culture (Forney, 2013). Perry discusses eight different positions that help understand the forms of intellectual development and how they evolve.

- "1) Basic duality

- 2) Multiplicity prelegitimate

- 3) Multiplicity legitimate but subordinate

- 4) Multiplicity coordinate

- 5) Relativism subordinate

- 6) Relativism

- 7) Commitment foreseen

- 8) Evolving commitments" (p.130).

The keywords, which are the main focus are duality, multiplicity, relativism and commitment. Understanding this theory and being able to apply it into the realm of study abroad is crucial for educators because it can help understand the developing brain, its cognitive process and why some students choose to participate in study abroad and why others do not. It might determine which advisers in institutions have an open minded, non-judgmental, positive and empathic attitude towards encouraging inclusion for all types of students. Students are their own agents and they cannot be forced to grow through a developmental sequence of the brain where it might happen either sooner or later depending on the student (Forney, 2013).

Dualism represents a phase when people tend to see the world dichotomously such as good vs. bad, black vs. white, mind vs. matter, and knowledge is seen as quantitative (Forney, 2013). People on this caliber believe that right answers exist for everything and the transition into multiplicity begin when there is cognitive dissonance or disagreement.

Multiplicity can be seen as the "anything goes" mindset of making meaning (Forney, 2013, p. 131). This position is often misunderstood as Perry (1969) reassures that multiplicity honors diverse and various views, and all opinions are seen as equal when the right answer is not yet known. Studies suggest that individuals going through this phase are learning about the role of the student, expand upon how individuals think and learn more independently, and think more analytically (Forney, 2013). Examples include being able to formulate well-constructed arguments, but also accepting constructive feedback about their analysis.

Relativism, by definition of Merriam-Webster (2016), is "a theory that knowledge is relative to the limited nature of the mind and the conditions of knowing." This position means that all opinions are no longer equally valid and knowledge can be viewed on a more qualitatively basis, contextually defined, based on evidence and supporting and/or contradicting arguments (Forney, 2013).

Finally, the commitment in relativism just verifies that the individual is processing on a contextual level. Anything from career, social, religion, relationship, politics and much more can help one's identity be more defined on a relativistic level and how they interact in a classroom, with each other socially and professionally.

As students slowly evolve through this process, they will go through a transformation. Students will evolve from being one-sided, narrow-minded, and judgmental to being more professional, understanding, open-minded, and tolerant of continuous diversity and change

throughout the world. AFEA hopes that study abroad will provide that transformative experience to all of its students to become better leaders of tomorrow.

Typology Theory

Typology, from a psychology perspective, is the study of different types of personalities. Depending on the personality type, individuals will respond differently to challenges, environmental factors, living situations and more (Forney, 2013). This theory can help explain why study abroad advisers approach one group of students a certain way and another demographic of students another way. It can also explain why students with disabilities choose to participate in study abroad and why others do not, regardless of their demographic, culture, financial status and upbringing.

Experiential Learning Theory

One type of typology was the experiential learning theory (ELT), and David Kolb (1984) defines it as a form of learning from life experience, instead of lecture and classroom setting. Experiential learning is "the process whereby knowledge is created through the transformation of experience" (Forney, 2013, p. 209). Kolb (2014) specifies about gaining insight into how students respond to different stimuli and understanding learning style differences. It can help to provide and support to external environments where student growth, learning and development can occur.

There are four stages of the learning cycle: Concrete Experience (CE), a feeling dimension; Reflective Observation (RO), a watching dimension; Abstract Conceptualization (AC), a thinking dimension; and Active Experimentation (A.E), a doing dimension (see Appendix B for more information). With each learning stage gives birth to a learning style to which David Kolb (2014) created as each individual transitions from one stage to the other (see

Appendix C below). They are *divergers* (CE to RO)*, assimilators* (RO and AC)*, convergers* (AC and AE) and *accommodators* (AE and CE). Every person has their own each learning style with a distinctive comprehension of knowledge within a learning environment.

Forney (2013) argues that learning styles are influences by many factors including heredity, past life experiences, and the present environment the person is currently in. Everything in life from career choices, current jobs, and tasks in life have an adverse effect on learning styles.

Models of Disability

Another type of typology is the model of disability. There are frameworks needed to clarify how people can perceive and understand the concept of disability. Coleridge (1993) discusses three different models or approaches to disability: the traditional model, the medical model, and the social model.

Traditional Model

Coleridge (1993) argues that the traditional model of disability is a construct stemmed from culture and religion. Disability can be seen as a punishment or "retribution by divine forces" (p. 71). In some cases, any kind of disability or impairment is linked with being unclean, an outcast, different, and to the extreme, possessed by demonic forces. Unfortunately, there are places around the world, regardless of ideology or belief, where these practices are widespread.

Medical (or individual) Model

The medical approach is very similar to the traditional model in regards to viewing disability or any kind of impairment as an "abnormality" with the notion that there is a "normality" (Coleridge, 1993, p. 72). The danger with this model is that it assumes the disability or impairment needs to be cured or fixed. Not only that, the medical perspective views the

human body as flexible and adjustable whereas the environment is not. In short, "if a person does not fit the social environment, then that person – not the environment – must be made to change" (p. 72).

The reason why the medical model can be referred to as the individual model is the supposed lack of understanding the social context of disability. Rehabilitation services focus primarily on the individual themselves and helping them rather than trying to understand the social and environmental background of said disability. An example being in countries where the environment is not accessible and for people trying to attend schools in these areas has conditions, limitations or disabilities preventing them from getting an education because the environment is not accessible. Instead of fixing the environment, the person who is disabled must be fixed. There needs to be significant change where these types of barriers are not accepted, but broken down.

Social Model

The social model is what people nowadays are trying to accomplish while integrating other models. The whole concept of the social model is to remove barriers instead of trying to cure or normalize people not on an individual level, but for society as a whole (Coleridge, 1993).

Throughout the time spent at AFEA, more individuals with disabilities are working professionally using a social model to help promote understanding, tolerance, and acceptance. People are starting to break and defy stereotypes that society has placed on them to promote social justice, and making an effort to consciously advocate on a political, economical, social and global scale.

Distance Education

With technology increasing and becoming more accessible everyday, distance education has become the new way of learning from the comfort of home. The concept of an online interactive training to help promote inclusion and the concepts of accessibility, disability etiquette, universal design of learning, and terminology came into mind.

Distance Education, by definition, is "teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization" (Moore, 2011, p.2). There are many reasons why distance education is taking shape especially with the growth of new technology. These reasons include but are not limited to:

- "1. Increasing access to learning and training as a matter of equity,

- 2. Balancing inequalities between age groups,

- 3. Expanding the capacity of the educational system,

- 4. Offering combination of education with work and family life

- 5. Adding an international dimension to the educational experience. " (p.8)

There are many methods of distance learning including YouTube videos, Podcasts and university courses offering free classes online, and how the content is delivered, managed and controlled is crucial towards the learning process. Everyone has a unique learning style and making sure to find that right balance between course length, content, personal and professional life is necessary to achieve maximum growth, development and learning. Moore (2011) states that distance education is primarily about change, that designers of interactive online course should include short segments, overviews and repetition. "To take advantage of such a setting, instructional designers should create activities that involve interactions among the members of

each group, and perhaps also interactions with other virtual groups" (Moore, 2011, p.18). For

example models of distance education, please refer to Appendix E.

Based on the literature review, there are theories from Chickering (1969), Perry (1969),

Kolb (1984) and Arnett (2000) and Coleridge (1993) that discuss inclusion, study abroad,

experiential learning, student identity development, emerging adulthood, and cognitive

development. Their theoretical foundations and understandings will get education advisers to

better understand the changing world of inclusion. While there are articles promoting inclusion

and cultural immersion for secondary education, healthcare, and businesses alike, there seems to

be an absence to initiate or instigate any type of online training or incentive. AFEA has created

resources for students to refer to on the website when it comes to strategies, guides and tips with

finding accessible, affordable and inclusive universities throughout the country. As mentioned,

they include not only resources in regards to schools that are disability friendly and accessible,

but also opportunities for financial scholarships as well as schools with accessible websites.

Transitioning from high school into college is not simple and developing adults need extra

resources as they enter this new, challenging and potentially confusing phase of their life.

Considerations for the training will be made accordingly on a case-by-case basis. As mentioned

earlier, the training will be created online with the course management website, Moodle, and for

individuals with disabilities it will be accessible with a screen reader.

Needs Assessment

The concept for this online interactive Moodle training came into action after talking

extensively with several AFEA volunteers, one of which is creating a Disability Handbook for

the organization itself. As a collaborate effort, it was suggested that an online interactive training

would be more meaningful and practical rather than a weekend training, which could easily be

forgotten. An online interactive training was decided amongst both parties and with the boards approval, resources, advice, strategies and tips were exchanged the idea of the training was created.

There is an ample amount of personal, first-hand information on disability services and training for study abroad advisers on campus. Unfortunately, while it is present and widely available, laws such as the ADA and FERPA (Family Education Rights and Privacy Act) were constantly and subtly being violated. Educated officials, advisers, and senior level management were unaware that they were violating the law. For more information regarding these laws, please see Appendix F and G. While the implementation of these laws on papers has helped promote equality for people with disabilities, the actual practice of these laws started to come into question especially after witnessing a few incidents. Certain organizations, 3rd party providers, and websites have said one piece of information, but then acted in the complete opposite direction. Lack of ambition, lethargy, and mutual self-interests were a few cases of institutions being inaccessible to some requests while working with AFEA.

Recently at a conference, there were several incidents where education advisers and senior level management exposed how widespread inaccessibility was. Afterwards, the need for promoting inclusion and accessibility became clear for this training. The initiative and progress for change is not just for people with disabilities but it is for everyone. The mobile app provided by the conference contained inaccessible images and text that could not be read via screen reader thus rendering it very difficult to use. Productive talks were held, attitudes were positive and the organization holding the conference admitted that a better job could have been done. In hindsight, electronic materials for all the books and resources should have been provided at the beginning of the conference. The organization learned from their mistakes and they will explore

more about the concept of inclusion since it is constantly evolving in the field of International

Education. After that, there was a meeting with the developers for the mobile app and there were

ideas on an organizational level that will be considered for next year. Suggestions include:

making photos accessible with alternate text, creating interactive maps, guides to lead people

between locations, and sensitive pressure buttons. It is a step in the right direction needed for

providing accessibility and inclusivity for all educators alike.

Program Description

The OIT Initiative is a training specifically designed to help educate, inform, and help

educators to be aware of disability services, accessibility resources, and inclusion initiatives. The

training will happen on the course management website, Moodle and it will be monitored and

managed by AFEA volunteers. It will provide real life scenarios, examples of disability culture

and portrayals via media and television, positive and negative language and the consequences of

ignorant and intolerant actions caused by misunderstanding, lack of cultural immersion and

desire to expand one's own knowledge.

There will be six modules that will focus on the following: an introduction to inclusion,

disability etiquette, vocabulary, culture, assistive technology, website accessibility, applying

everything into the realm of study abroad, and a wrap up on putting it all together. Participants

will have a username, password, and access to the website and a forum where everyone taking

the training will reflect, share and collaborate. Before participants can start training, they will

need to do a self-introduction, explain why they are taking this training and what they wish to

gain. Participants will start with no resources at all and as they progress through the training,

they will be able to unlock additional resources such as websites, PDFs, and more regarding

accessibility, etiquette, theories and more. Participants will be able to save their progress at anytime.

Upon completion of the online interactive Moodle training, international educators will be able to utilize newly acquired knowledge, information, and resources about disability etiquette, language and inclusion within their respective institutions. This includes vital information about disability etiquette, language, resources, tips and strategies that they will be able to provide to their current and prospective students. That way, students with disabilities can get the full support, care and resources they need from newly trained advisers. Advisers will be able to promote inclusion, support a positive environment and foster growth and development anywhere including home, in transit, class, work, and in other cultures. Participants will be made aware during the training of cultural context and while the training does focus on an introduction to disability culture, there might be some words that could be perceived and interpreted in a negative manner depending on the country. What might be appropriate in the U.S. might be considered outdated in Europe, the Middle East, and vice versa. For the purpose of the training, only a brief paragraph will be mentioned about this information and nothing more. Participants are more than welcome to do research regarding this topic on their own accord.

Goals and Objectives

One of the main goals of the training is to promote more inclusivity and foster a safer community around the world. On a micro scale, AFEA will focus in the U.S.A and by exercising positive language and intercultural understanding, this training will help educators be more aware and conscious of their word choice, surroundings and be able to think more critically when it comes to embracing cultural change, universal design of learning, and inclusion. It could be used in study abroad offices around the world that might lack in accessibility and limited

resources. This training can be applied on a macro level to assist the global community with resources, strategies and tips about disability and accessibility services as well as promoting positive language, dialogue and etiquette.

Participant Goals and Objectives

There are several objectives that AFEA wishes its participants to fulfill from this training. From this training, participants will be able to do the following:

- Present the unique challenge of having participants realize and admit that they too can be biased in their behaviors and attitudes towards a certain student population.

- Make participants understand and be self aware of privileges they might not be aware and conscious of.

- Create an environment where participants realize what it can be like to be a minority and underrepresented.

- Have people go through self-realization and realize that people can be quick to judge and make assumptions

- Aid people in combating intolerance by actively listening and understanding.

Program Goals and Objectives

The program itself has very specific goals and objectives. There are as follows:

- Help campuses become more inclusive towards specific student populations.

- Help create an even more safe space for dialogue and understanding to promote all types of students to be inclusive.

- Keep up-to date with upcoming trends of International Education and politically correct and incorrect terms to be aware of.

- Collaborate and network with other professionals to develop cross-cultural skills such as openness, self-awareness, empathy, exploration and curiosity, and emotional resilience.

Program Timeline

This training should be placed into effect in January 2018 (during winter break) or Fall 2017.

Curriculum

A YouTube video where people just watch and listen about information is not engaging or interactive for learning. This training will interact, ask questions and have people critically think and analyze with their other peers that are participating as well so they can actively be engaged in the learning.

As mentioned above, the online Moodle training would be in modules and done in sequential order. All participants will have a username and password so they may log on and save their progress. As participants advance, they will receive additional content and resources. In short, in order to continue on and have each module be truly appreciated; each section must be done in chronological progressive order with no skipping. For a basic outline schedule, please see Appendix H.

The topics will specifically focus on an introduction to inclusion while discussing important issues such as disability services, accessibility resources, disability etiquette, assistive technology, language, culture, and how they are all interconnected. Each Moodle module would contain theories, multiple-choice questions, short answer questions, politically correct and incorrect vocabulary and phrases, fill in the blank questions, readings, videos, statistics and/or scenarios. People should not just read information on a screen, they need to critically think and

reflect about themselves and how they can help and create a safer, culturally diverse and more inclusive community.

The training is geared for study abroad advisers and educators who know little about disability terminology, etiquette and culture. The goal is to get educators to have a more keen sense of disability awareness, culture, vocabulary and etiquette. Another goal is for advisers to be more friendly, open-minded, comfortable and caring with students with disabilities. Students with disabilities should feel comfortable and proud of their differences and not feel judged or marginalized because of their limitation, difference or disability. Especially if the person was labeled as such before they even knew what it meant to be disabled. Fleischer (2011) asks, "How can people with disabilities join with other people with disabilities unless they feel pride in themselves and a desire to identify with, and be among, others with disabilities" (p.201). The question is not easy to answer. How does one take the social stigma of being disabled into a sense of pride and a badge of honor (Fleischer, 2011)? By the end of the training, educators and advisers should be able to talk to students with disabilities without fear, bias, pity and guilt and focus on their potential and growth rather than their disparities.

There will be questions that are more correct than others depending on how you answer. For example, an essay that is fully detailed, thorough and answers the questions with theories and reflection will be more appropriate for their answer versus one that contains very little or none of that. Same concept will be applied to multiple choice questions (not all) where the choice of answers (A, B, C and D) provided might be correct, however, some of them are more acceptable than others. All of the answers are correct to an extent, but some of them might be more positive than others depending on the context.

There will a certified trainer of inclusion who will be an admin and can monitor participants' progress. There will be limited space for each training. Once it is completed, a certificate indicating that said person has completed the training to promote inclusion can be printed.

Module 1 – Introduction to Inclusion

The first section will contain a disclaimer about the participants' rights, privacy concerns, regulations, and information they are receiving. Afterwards, there will be expectations to be upheld while taking this training. Participants will be respectful, collaborative, honest, caring, supportive, open-minded, understanding, and patient with everyone they are working with. There will be a disclaimer mentioning that there will be language that could be offensive to some and that this training will be used for educational purposes to help promote understanding, social justice and foster intercultural development and growth.

The following section is titled "Why are we here?" which will be an open forum. Participants will be asked to state who they are; where they work; why they are doing this training, professional and/or personal reasons; and what they hope to learn from the training. People must response to each other with positive and respectful dialogue and learn from each other and their stories of how they got to where they are today.

The next section involves utilizing FERPA (Family Education Rights and Privacy Act) into a study abroad office. This portion will address FERPA's importance and why it is important not to violate this federally mandated law. Scenarios about real-life examples will be provided and participants will be asked whether or not they violate FERPA. Depending on their answer, they will ask to explain their rationale for the answer provided.

The next section will consist of understanding ADA (American Disabilities Act), the 503 Rehabilitation Act of 1973, and how they are imperative towards understanding the full extent of the law. Very similar to the previous section, it will explain the most essential points about these amendments and why they are fundamental towards promoting inclusion.

Concluding this module will be a section about "Disability? What does it mean to have a disability?" The finale will be an open forum where participants will answer that questions and everyone will respond accordingly. Alongside the forum will be a portion consisting of multiple-choice questions, a video and an essay to complete about your own personal experience with disability. Questions will include "To you, what classifies as a disability?" and "do you think everyone is disabled? Please explain your answer." Participants will be given an introduction to disability etiquette (Katz) and resources from the U.S. Department of Education addressing "How to communicate to people with disabilities" upon completion.

Module 2 – Disability Etiquette

Upon approval and completion of the introduction module, participants will be able to progress forward with Section two. The section will cover disability etiquette, its definition, what roles disabilities play in culture, and proper behavior techniques of how to interact to people with disabilities.

The first portion asks the question of "What is disability etiquette?" There will be a general universal definition of disability etiquette. It will mention that this term is very broad and depending on the context it is placed in, its meaning and value might be perceived differently. Examples of photos and illustrations with multiple-choice questions will be given of proper disability versus improper etiquette. For examples, please see Appendix I.

The following section will be labeled as the "Hall of intolerant language!" Inappropriate, vulgar, crude language and phrases relating to disabilities will be presented on the screen and will also be played at a loud volume. Examples will include "retarded, cripple, mentally ill, moron, idiot, dimwit and handicapped". The purpose is to generate a sense of oppression, repression, and marginalization. Some participants might have never experienced or felt what it is liked to be a minority or even underrepresented in society. Davidson (2010) mentions "the world is harder when it is not conceived for you" and having people understand how privileged they might be could better help them shape the world to focus on more inclusive practices (p. 5).

After words and phrases have been played, participants will be asked "What did you think when you heard these certain words and phrases". Participants will need to self-reflect on their experiences and understand what they learned about themselves on the forum. Applying theory, knowledge and practice from the first section is necessary to continue on to the following section. Additional resources such as PDF files and links containing affirmative, positive and supportive language from online research and government websites will be provided for participants' to use upon completion.

After the section on the "Hall of Intolerant Language", there will be a review of Module one and two. This review will be optional but it will contain an abridged version of the original module content, but it might contain new and useful information not previously seen in the original module. Upon completion, participants will be given a guide for website accessibility, examples of assistive technology (AT) which will be useful for the upcoming module.

Module 3 – Introduction to Assistive Technology

The third section will focus on assistive technology and how it affects everyone in the field of education and study abroad. Mavrou (2011) states that:

"In a technical sense AT products are defined as "any product (including devices, equipment, instruments, technology and software) specially produced or generally available, for preventing, compensating for, monitoring, relieving or neutralizing impairments, activity limitations and participation restrictions. Assistive Technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible." (p.42)

The emphasis will be on the various types of assistive technology (AT), how we all use them everyday and how important assistive technology is to make life possible that would otherwise seem impossible for people with disabilities. Different accessibility options such as VoiceOver, Inverted Colors, Zoom, AssistiveTouch, Switch Control and GrayScale (who, what, where, when and why) will be discussed in further detail. There will be a general and broad definition (as mentioned above) about what AT is as well as providing some basic examples such as a wheelchair for someone who has limited movement or special headphones for someone who has restricted hearing.

A short section and introduction to screen readers (NVDA, Jaws, VoiceOver) will be mentioned so participants can be aware of their existence. Screen readers are a type of software that can read out text for people who are visually impaired. Screen readers are useful for navigating electronic materials including Word documents, websites, PowerPoints, Excel spreadsheets and databases. Participants do not need to be a master in using the technology; the goal is to make them be aware of the technology, the essential frameworks, and resources of where to find it.

Since technology is constantly being updated and moving forward, what might be popular today could be obsolete tomorrow. As such, AFEA will commit its time and resources to finding up-to-date resources regarding AT to help educators be in the loop. There will be information regarding how to use AT for Windows and MAC desktops as well as mobile devices such as the iPhone, Android, Windows phones and tablets.

This is important as it will lead into the next part of the module which will address the issues of website accessibility. Podlas (2015) argues that websites, which are not accessible to the public, are violating the terms of the ADA and affirms:

> "The argument that website inaccessibility violates the ADA is straightforward: The ADA's purpose is to eliminate discrimination against and ensure the participation of disabled persons in all aspects of society. Today the Internet is an integral part of life. Consequently, if a website is inaccessible, it excludes disabled individuals from this world." (Podlas, 2015, p. 2)

Examples of website accessibility versus inaccessibility will be discussed around how to address those disputes when it comes to promoting inclusion. Topics will include but not be limited to: font size, type of font, colors, location of text, and use of pictures and graphics. For specific examples, please see Appendix J. These sets of skills will be transferrable so as participants progress through the modules, they will get to unlock resources, guides, and websites for creating accessible PowerPoints, Word documents, Excel spreadsheets, and PDF files.

There will be a review of Modules one, two and three. This review will be optional but for additional resources, it can be done for those who want to access more or to learn the content in another format. Additional resources will include keyboard shortcuts for specific screen readers. Resources from David Kolb, Jeffery Arnett, Arthur Chickering, and more including website accessibility, language etiquette, culture will be unlocked upon completion.

Participants will be asked to do a mid-program evaluation via SurveyMonkey. It will be formatted so that participants will be required to answer these questions in order to continue onto Module four. It will concentrate on participants being able to reflect on their experiences, demonstrate what they have learned so far from the training, and how they can start to promote cultural change and inclusion in their community. Participants should be able to create answers

combining theory and practice with meticulous and thorough details. AFEA volunteers will

monitor the mid-program evaluation to ensure all participants have access to it.

Module 4 – Language is everything!

This section will focus on the positive language and reinforcement for education abroad

advisers to use to help build confidence, motivation, and self-advocacy for their prospective

students with disabilities. Prior to the start of the module, the inclusion trainer (one of the AFEA

volunteers) will ask the participants to give some examples of positive language or

reinforcement. Participants will share their answers back and forth, provide some feedback, and

have everyone comment on the threads. Once they have shown that they have a candid principle

regarding positive language, further content will be unlocked to progress onwards.

Language is included in the online interactive training because how society interacts and

communicates can help students with disabilities feel included and not ostracized from everyday

life. Cooper (2011) explains how language is very crucial when talking to students with

disabilities:

> "Language can be very powerful in reinforcing the dominant culture's view of
> disability. Terms such as ableist and ableism can be used to organize ideas about
> the centering and domination of the nondisabled experience. For some people
> with disabilities, this point of view defines discrimination or prejudice against
> people with disabilities. Like racism, sexism, and ageism, which are terms more
> commonly recognized than ableism, ableist attitudes refer to the construction of
> societal values, beliefs, norms, and even the infrastructure in a society that can
> systematically exclude disabled people." (p.355)

The Office of Disability Employment Policy as sponsored by the U.S. Department of

Labor (2016) offers a comprehensive list of suggested words and phrases to use when talking to

people with disabilities. AFEA wants participants to be conscious and mindful that some people

might prefer to use words or terminology that might be considered offensive, politically incorrect

or outdated by today's standards. It is not impolite or rude to ask questions if there is uncertain in

how to address one's ability. People with disabilities live their lives just like individuals without disabilities so they should be treated with dignity, respect, and courtesy.

This section conveys the importance of person first language. It is the concept of universal accessibility and it addresses people first, not the disability. There will be two columns (see Appendix K for more), one side for affirmative phrase and the other for negative phrases. The affirmative will contain person first language such as "person with visual impairments" or "a person who uses a wheelchair".

While this is not the case for everyone, positive language, word choice, and encouragement are needed for students with disabilities who want to study abroad. Cooper (2011) mentions that there might be some students who have been brought up in an environment where their particular disability might be stigmatized, a burden to their families and societies, thus there might be no optimism surrounding these students at all. Because of that, these students might need constant encouragement that they can do anything they put their minds to.

Several case studies will be presented involving positive reinforcement versus negative reinforcement. Readings will include a college thesis about study abroad participation regarding students with disabilities (Albaeva, 2012) and a disability etiquette guide from the United Spinal Association (2005) focusing on to do's and do not's of communicating to people with disabilities. Understanding that while every case is unique, environmental factors, demographics, upbringing, social interactions, relationships among other important factors play a pivotal key role in determining whether or not students with disabilities choose to study abroad.

There will be a review of every module so far including Module four. Approximately five randomly generated questions from each module will be asked and while it is not mandatory, participants may choose to do so if they desire. Resources such as disability services and training

manuals will be available upon completion and cognitive structural, student identity, emerging

adulthood theories and ideas from other influential scholars such as Dewey (2007) and Knight

(2008). These two in particular will be chosen because Dewey focuses on several important

topics such as progressive education, women's rights, education rights, and world peace. Knight

focuses on internationalization, the rationale behind it, and how it should be applied from the

institutional level into the national/private sector of education.

Module 5 – What does inclusion have to do with study abroad?

This module will focus on how inclusion and study abroad intersect and how this training

can help with being able to apply theories, ideas, and training methods into real world practice.

The first section will be an introduction to Universal Design of Learning (UDL). Since

UDL is such an extensive topic, a brief synopsis of the three principles of UDL will be

discussed. The concept of universal design was first pioneered by a survivor of polio and a

wheelchair user, Ronald L. Mace who grew up in a world full of barriers (Fleischer, 2011).

"Universal design is the holistic approach to accessible environments that goes beyond minimum

codes and standards to create designs that serve the broadest public [including people with

disabilities] throughout their life spans" (p.149). The concept was further studied in the late

1990's and continues to be prevalent today. Online articles, photos, and scholarly journals will

be required readings and participants will be asked to discuss in an open forum regarding the

concept of universal design. Questions will include "does your workplace or establishment have

any kind of universal design of learning? If so, what? If not, how could you incorporate the

concept into your professional or personal life?"

A short section will be addressed regarding an introduction to accommodations and in

country services. While this topic is immense, AFEA will compile resources and create list of

methods that participants can use more to learn more regarding accommodations and how assistance can be made to help students. Examples will include planning, preparation and collaboration with disability services and resources from National Clearinghouse and Disability and Exchange (NCDE), AFEA, NAFSA, and universities. Participants will openly discuss what accommodations and in country services they are aware of. If none of these resources regarding accommodations and services for students with disabilities exist at institutions, the follow needs to be answered. "How will one be able to utilize these means to increase underrepresented student participation for study abroad?"

Following that will examine how one can promote inclusion into a study abroad office. This segment will include applying every resource provided in this module and executing it into the real world. Resources will focus on common techniques and methods of how one should advise students with disabilities from domestic and international perspectives. The main points will include; using person-first language, treating people with disabilities with dignity, courtesy and respect, relaxing while advising people with certain disabilities, and focusing on what opportunities and positivity versus limitations and restrictions.

The final section will include a forum where participants will reflect on what they have learned and also contribute any resources that might be considered useful for the field of advising. Participants are required to answer questions and comments on people's responses as well. The point is to keep the conversation flowing regarding new ideas for advising.

An optional review of all modules will be available upon completion of the previous section. This module can be done for those who want to access more or to learn the content in another format. Additional resources will include keyboard shortcuts for specific screen readers. Resources from Kolb, Arnett, Chickering and more including website accessibility, language

etiquette, culture will be unlocked upon completion.

Module 6 – Putting it all together!

The final section will be a challenge, as it will combine theory, readings, self-reflection, and critical thinking skills to solve some real-life scenarios with the potential collaborations of their fellow colleagues.

The first section will be a collective review from all modules with random generated questions regarding inclusion, disability culture, etiquette, terminology, and accessibility. It will help those who want a refresher course with everything that has been mentioned.

The next section will be a real-life scenario that participants will have to answer in a comprehensive essay. See Appendix L for real life scenarios examples. These scenarios will test participants' knowledge, morals, ethics, problem solving, and critical thinking skills that have been taught so far in this training. It will be graded on clarity, organization, use of theory and practice, and integrated of newly acquired and current knowledge regarding disability etiquette, culture, and language. Three attempts will be allowed. If participants fail after three attempts, the module will need to be reset and they will need to try again.

Concluding the training

After the training is officially completed, a certificate of inclusion will be available. With permission from the volunteers in charge, they will validate, certify, and authenticate that the participants have qualified to receive the certificate of inclusion. Once approved, it will be unlocked and it will with signatures from the AFEA board members.

Staffing Plan

A few additional people might need to be hired depending on expertise and skills. It is possible that full time staff will be needed to help depending on success and demand. The

additional staff that would need to be hired would include website administration and

management. The current veteran volunteers of AFEA (active members who have been around

for more than 6 months) will assist in training the new staff. The volunteers will help train the

new staff in subjects such as disability etiquette, culture, assistive technology, inclusion and

much more. They will get screened, interviewed and they will volunteer their time, aware that

they are doing this for the greater good of education and no compensation will be given. Each

volunteer will take multiple roles as an instructor, advisor, facilitator, counselor, teacher, and

evaluator. Roles, duties, and responsibilities will include but are not limited to: monitoring

student's progress, evaluating answers on Moodle, facilitating dialogue, unlocking additional

resources via Moodle, engaging in chats and Moodle forums, and virtual conferences (if needed).

Marketing

The online training will be advertised via social media (Facebook, Twitter, Instagram,

Linkedin, etc) and conferences that AFEA participates and attends throughout the country.

Accessible electronic materials will be sent via email and on ListServs to reach a wider audience.

Once contact has been established, people interested in more information will be able to sign up

for the training on the AFEA website. The training will be free.

Recruitment and Admissions

Those recruiting for the training would be AFEA, faculty, staff and academic directors of

study abroad. Once AFEA gathers more influence and gets more exposure to the outside world,

word of mouth will help spread the success of the training through the social media grapevine

such as Facebook, Twitter, Linkedin, Instagram, and much more.

There will be no admissions process as anyone will be allowed to access and utilize this

training. It is not restricted or limited as to who can or cannot use it. The point of the training is

to have the training be focused on the basic of the universal design of learning, inclusion, and accessibility so it is inclusive and accessible to all who use it.

Logistics

Registration

In order to participate in the program, students / participants will need to register for the class prior to starting the training via the AFEA website. The participants will be educators from all sectors including K- 12 and higher education. As mentioned previously, the training is geared towards educators mostly in higher education who want to learn more about disability etiquette or for those do not have limited access to resources. Name, email, phone number, and address will be required to prove that students are legitimately taking this course and spambots are not in control. There is currently no cost to participate in the training. As time goes on, if the training becomes successful and additional staff needs to be hired, a small nominal fee might be implemented to cover expenses necessary.

An active Internet connection will be required to do the training. For those where Internet access is limited or restricted, participants will need to let the administrators know and accommodating the needs of the students will be of the highest quality. Examples being that a Module will be sent with all of the resources, documents, questions, quizzes in an accessible folder to the student. Once the students send the answers back to the administrators, the next Module will be sent upon proper approval.

Training Materials

Trainers and staff will utilize every bit of their understanding of inclusion to create their own materials for the training. Since trainers from AFEA are from various backgrounds, demographics, subjects, and fields of studies, they will bring their own version of inclusion along

with the intellect they possess. While the OIT Initiative has copious amount of resources, new

information get added and updated everyday and that does not mean that additional resources

cannot or should not be excluded. With the proper permission and citations, trainers can use their

experience, knowledge, resources, training certificate and more to create the best provisions that

are required for the training.

Schedule

The training will start at the beginning of each month. They will either be a month (one

module every 5 or 6 days for a month), two months (one module every 10 days for two months)

or three months (one module done every 15 days for three months) long. Each training will give

flexibility for those who might have other priorities, duties, or responsibilities. Giving people this

option will allow AFEA to train other groups of people with more flexibility.

There will be two trainers for each session. Depending on how many students register, it

may be split into different segments so there is no overcrowding. For more information on how

the schedule works, please see Appendix M.

Communication

The two trainers will have administrative privileges and access to Moodle. They will be

able to monitor, evaluate, and unlock content as student's progress through the modules. That

means that there will be times when students can chat with the trainers on Moodle via the Chat

option. The trainers and the students are responsible for setting up times responsibly.

Communication and collaboration will be required and necessary in order to advance. Email may

also be used. Moodle will be the primary method of communication as it can be set up like a

forum and people may add, delete, and post new threads and topics of their choice. The trainers

will initiate the chats and it is up to the responsibility of the participants to actively engage and

contribute to the group. Their final score will be affected if the trainers see that some participants are more involved than others. There will be assignments where feedback and responses will be required in order to and move on. The trainers do have the authority to deny a participant additional content should they lack insufficient information, evidence or facts regarding individual topics. Trainers will provide phone numbers for the group, but they are only to be used for emergencies only. All inquiries will be done electronically unless otherwise noted.

Meeting Space

Should participants decide to meet during the training that may be done on the participant's own accord and schedule. They can meet in person and collaborate on ideas, ways, tip, and strategies of how to do a certain task in a module. If confusion is still present, they may ask to meet the instructor in person or via Skype depending on location.

Layout

The training can be accessed through a website specifically for this training. The home page will consist of a hyperlink that says "Please click here to begin your training" or "Click here to continue". It will be an accessible website with bright colors, visible text, hyperlinks, readings and videos that will be closed captioned. The actual design of the website has a general outline and more information can be seen regarding this in Appendix N. All photos will contain alternate text for screen readers to promote accessibility.

<center>**Health and Safety Plan**</center>

There will be health and safety warning prior to the start of the training and at the beginning of each module. At the start of each module, there will be a short disclaimer and a warning about what each module will contain to warn participants about what to expect. Examples will be the following but not limited to: flashing lights from videos; readings and

dialogues containing insensitive, vulgar and potentially crude language; xenophobic, misogynist, racist, and demeaning terminology that some might find offensive.

Crisis Management Plan

The crisis management plan is irrelevant because of the fact that the training is done online. If an emergency happens on campus with the participation's institution, they should follow the necessary protocols associated with their establishment. Participants should reach out to their crisis management center on their home campuses in case of an emergency.

Evaluation Plan

There will be self-reflections and expectations from the participants at the start of the training. They will state goals, objectives and desired outcomes from this training, and how this training will be applied into their future personal and/or professional lives.

There will be a mid-program evaluation after the third module. Questions will be asked regarding what has been learned, how they feel about the training so far, and if they have any comments, concerns or suggestions. Helping and hindering threads will be posted for participants to post what parts of the training they like, are helping them with their progress and which ones are hindering and impeding their progress for growth and development.

After the training is completed and participants receive their certificate, there will be a survey with a wide-range of questions for participants to answer. It will be sent out approximately one to two weeks after the training has finished. AFEA is hoping this survey will invoke cumulative responses that will provide feedback critical to either help expand the training or providing no further action.

Qualitative data will be collected from this and evaluations will be examined under close scrutiny to better improve the training if needed.

Budget

There is no cost as of right now, but that will most likely change especially if demand for this service grows. Please see Appendix O for more information regarding a proposed budget should AFEA charge approximately $100 per institution. In other words, an institution would pay for an educator to get the necessary training.

Future Considerations

There is a great deal of potential for AFEA in the near future. In terms of the OIT Initiative, something to consider would be the enrollment of the students including demographics of where participants come from. An example would be how many international participants are interested in the training. As technology advances, there might be a possibility to include Skype sessions /discussions as part of the training. Not just Skype sessions, but maybe live chats or even group chats.

As of right now, several AFEA volunteers are working to create grants and proposals for the next fiscal year. There will be more ways for AFEA to acquire scholarships, partnerships, grants and more. The organization just needs to be patient and wait for the best.

Conclusion

While significant progress has been made with inclusive practices, companies and institutions are saying that collaboration and initiatives are taking place is vastly different and minimal impact or changes can be seen. As Johnson and Alexandra (2004) mention, "Inclusive education is working collaboratively within one system of education, engaging in ongoing problem solving, providing support to staff as they implement and redesign roles, sharing responsibility and ownership for the learning of all students, and capitalizing on the richness of staff expertise and experience." (Slide 38)

As mentioned before, more students have been self-advocating and identifying as having a disability, limitation or condition when applying to study abroad (IIE, 2016). AFEA wants people to have self-advocacy, confidence, honesty and audacity from its clients so they can speak up whenever they have questions, comments, and concerns regarding issues about studying abroad with a disability. AFEA does not want our clients to fear that they will be ostracized, stigmatized, and marginalized just because they have a disability. Everyone in life, in some retrospect, has a disability or has received a disability at some point in their lives. Coleridge (1993) says that everyone becomes disabled at some point in their lives, whether we like it or not. "Disabled people are human beings with all the economic, emotional, physical, intellectual, spiritual, social and political needs that other people have." (p. 7).

Currently in 2016, it seems to be primarily a social problem that people with disabilities are marginalized, ostracized, and even discriminated against due to one action: attitudes. Attitudes, which make people with disabilities believe they have no self-worth, are a financial burden, and most importantly not a contribution to society in any regards (Coleridge, 1993). In order to do that, advisers need to be more friendly, open-minded, caring, tolerant and understanding about the constantly changing cultural and social dynamic of study abroad. With this training, people need to deeply reflect about inclusion and how having a positive attitude and not to be afraid or intimidated by people with physical, psychological, sensory, hidden and other disabilities. We are all human. Let us learn to live and be peaceful.

References

Ablaeva, Y. (2012). Inclusion of students with disabilities in study abroad: Current practices and

    student perspectives.

Act, A. (2008). Be it enacted by the Senate and House of Representatives of the United States of

    America in Congress assembled. *Public Law*, *110*(325), 110th.

Adams, M., & Brown, S. (Eds.). (2006). *Towards inclusive learning in higher education:*

    Developing curricula for disabled students. Routledge.

A Guide to Interacting with People who have Disabilities: A Resource Guide for DHS Personnel,

    Contractors, and Grantees from the Office for Civil Rights and Civil Liberties. (2013).

    Retrieved from https://www.dhs.gov/sites/default/files/publications/guide-interacting-

    with-people-who-have-disabilties_09-26-13.pdf

Ainscow, M., & Miles, S. (2008). Making Education for All inclusive: where

    next?. *Prospects*, *38*(1), 15-34.

Are There Any Scholarships Specifically for Students with Disabilities? (n.d.). Retrieved from

    https://www.disability.gov/scholarships-specifically-students-disabilities/

Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through

    the twenties. *The American psychologist*, *55*(5), 469.

Aspland, J., Wray, J., & Harrison, P (2006). *A Good Practice Guide: Supporting Disabled*

    Students in Off-Campus Settings. The University of Hull.

Berberi, T., Hamilton, E. C., & Sutherland, I. M. (2008). *Worlds Apart?: Disability and Foreign*

    Language Learning. Yale University Press.

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice and leadership*

    (5th ed.). San Francisco, CA: Jossey-Bass, A Wiley Brand.

Brux, J. M., & Fry, B. (2009). Multicultural students in study abroad: Their interests, their issues,

and their constraints. *Journal of studies in International Education*.

Chairperson, K. C. (2012). *Inclusion of Students with Disabilities in Study Abroad: Current*

Practices and Student Perspectives. This thesis has been accepted and approved in

partial fulfillment of the requirements for the Master of Arts degree in the Department of

International Studies by (Doctoral dissertation, University of Oregon).

Chapman, V. (2007). Developing inclusive curricula. *Learning and Teaching in Highed*

Education (LATHE), *3*, 62-89.

Clark, M. Bowling Green State University, "The BG News July 27, 2005" (2005). BGSU

Student Newspaper. Book 7457. http://scholarworks.bgsu.edu/bg-news/7457

Cohen, J. (2005). *Disability etiquette: Tips on interacting with people with disabilities*. United

Spinal Association.

Coleridge, P. (1993). *Disability, liberation, and development*. Oxford: Oxfam, 1, 3-12.

Cooper, D. L., Howard-Hamilton, M. F., & Cuyjet, M. J. (2011). *Multiculturalism on Campus:*

Theory, Models, and Practices for Understanding Diversity and Creating Inclusion.

Sterling, Va: Stylus Publishing, 347-371.

Cressey, W. W. (2004). *Guide to Studying Abroad*. The Princeton Review.

Danvers, E. Higher Education Internationalisation and Mobility: Inclusion, Equalities and

Innovation.

Davidson, M. (2010). *Concerto for the Left Hand: Disability and the Defamiliar Body*. Ann

Arbor: University of Michigan Press.

Fleischer, D. Z., & Zames, F. (2011). *The Disability Rights Movement: From Charity to*

Confrontation. Philadelphia: Temple Univ. Press.

Ford, D. Y. (2012). Culturally different students in special education: Looking backward to

> move forward. *Exceptional Children*, *78*(4), 391-405.

Forney, D. S., Evans, N. J., Patton, L. D., Renn, K. A., & Guido, F. M. (2013). *Student

> development in college: Theory, research, and practice*. San Francisco, Calif: Jossey-

> Bass.

Gaylord, V., Lieberman, L., Abery, B., & Lais, G. (2003). Impact: Feature Issue on Social

> Inclusion Through Recreation for Persons with Disabilities, 16 (2). *Minneapolis:

> University of Minnesota, Institute on Community Integration. Overview Social Inclusion

> Through Recreation: What's the Connection*.

Halverson, C. B., & Tirmizi, S. A. (2008). Effective multicultural teams: Theory and practice.

> Dordrecht: Springer.

Harding, B. (2008). Students with specific advising needs. *Academic advising: A comprehensive

> handbook*, 189-203.

Harry, B., & Klingner, J. (2007). Discarding the deficit model. Educational Leadership, 64 (5),

> 16 - 21.

Hernandez, M., Wick, D., & Wiedenhoeft, M. (2014). Chapter 2: Advising. *NAFSA's Guide to

> Education Abroad for Advisers and Administrators* (Fourth ed.). NAFSA.

Hollier, S. (2014, October). Websites gone bad-where aesthetics and accessibility collide.

> Retrieved from http://www.accessiq.org/news/w3c-column/2014/10/websites-gone-bad-

> where-aesthetics-and-accessibility-collide

Individuals With Disabilities Education Act of 2004, Pub. L. No. 108 –446, 20 U.S.C. § 1400 et

> seq.

Institute of International Education. (2015). *Students with Disabilities, 2006/07-2013/14. Open*

    Doors Report on International Educational Exchange. Retrieved from

    http://www.iie.org/opendoors

Johnson, R. David & Alexander, Nicola (2004). Social justice and inclusion: An epistemological

    view of disability and educational opportunity (PowerPoint Slides). Retrieved from

    University of Vermont The National Institute on Leadership, Disability, and Students

    Placed at Risk Modules. http://www.uvm.edu/nildspar/modules.php

Katz, E., Soneson, H. M., & Cordano, R. J. (2007). Students with disabilities studying abroad.

    International Educator, 16(5), 52-57. Retrieved from

    http://search.proquest.com/docview/200722797?accountid=45073

Kent State University: Department of Residence Services Residential Communities. (2014).

    Resident Assistant Manual [PDF file]. Retrieved from

    https://www.kent.edu/sites/default/files/ra-manual-14-15.pdf

Lamport, M. A., Carpenter-Ware, K., MAT, E. S., & Harvey, D. W. (2012). THE IMPACT OF

    SOCIAL INTERACTION ON EDUCATIONAL OUTCOMES FOR LEARNERS WITH

    EMOTIONAL AND BEHAVIORAL DISABILITIES. *European Journal of Business*

    and Social Sciences, *1*(8), 67-77.

Livneh, H., & Sherwood, A. (1991). Application of personality theories and counseling strategies

    to clients with physical disabilities. Journal of Counseling & Development, 69, 525 –538.

Longmore, P. K. (2003). *Why I burned my book and other essays on disability*. Philadelphia:

    Temple University Press.

Love, P., & Maxam, S. (2003). Advising and consultation. *Student services: A handbook for the*

    profession, 507-524.

Madaus, J. W., & Shaw, S. F. (2006). The impact of the IDEA 2004 on transition to college for

    students with learning disabilities. *Learning Disabilities Research & Practice*, *21*(4),

    273-281.

Mavrou, K. (2011). Assistive technology as an emerging policy and practice: Processes,

    challenges and future directions. *Technology and Disability*, *23*, 41-52.

McLean, P., Heagney, M., & Gardner, K. (2003). Going Global: The implications for students

    with a disability. *Higher Education Research & Development*, *22*(2).

McLeod, S. (2010). Kolb's Learning Styles and Experiential Learning Cycle | Simply

    Psychology. Retrieved from http://www.simplypsychology.org/learning-kolb.html

Montana State University. (n.d.) *Residence Hall Handbook: 2014-2015* [PDF file]. Retrieved

    from http://www.montana.edu/reslife/documents/pdfs/handbook.pdf

Moore, M. G., & Kearsley, G. (2011). *Distance education: A systems view of online learning*.

    Cengage Learning.

Overview Before and After Demonstration. (2012). Retrieved from

    https://www.w3.org/WAI/demos/bad/

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student Development in*

    College: Theory, Research, and Practice. John Wiley & Sons.

Pearson, E. J., & Koppi, T. (2002). Inclusion and online learning opportunities: designing for

    accessibility. *Research in Learning Technology*, *10*(2).

Pillay, H., Carrington, S., Duke, J., Chandra, S., Heeraman, J., Tones, M., & Mani, R. (2015).

    National Profiles of In-Country Capacity to Support Disability-Inclusive Education; Fiji,

    Samoa, Soloman Islands and Vanuatu.

Podlas, K. (2015). Website Accessibility and the Americans with Disabilities Act.

Powell, S. (2003). *Special teaching in higher education: Successful strategies for access and*

    inclusion. Psychology Press.

Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504)

Resident Assistant Manual. (n.d.) *West Virginia University Resident Education 2008-2009* [PDF

    file]. Retrieved from http://www.rac.housing.wvu.edu/r/download/28517

Resident Handbook Welcome Abroad! (n.d.) *Fall 2014-Spring 2015 East Carolina University*

    Campus Living [PDF file]. Retrieved from https://www.ecu.edu/cs-

    studentaffairs/campusliving/upload/Res-Handbook-14-15.pdf

Resources for Supporting Diversity in Education Abroad. (2016). *NAFSA*. Retrieved from

    http://www.nafsa.org/Learn_About_NAFSA/Governance_Documents/NAFSA_Diversity

    /

Rodrigues, Jessica M., "Spoken Language to be Embraced and Avoided Around Disability:

    Words That Impact Identity and Sense of Achievement" (2015). *Capstone Collection.*

    Paper 2774.

Rose, R. (Ed.). (2010). *Confronting the Obstacles to Inclusion: International Responses to*

    Developing Inclusive Education. Routledge.

Shames, W., & Alden, P. (2005). *The Impact of Short-Term Study Abroad on the Identity*

    Development of College Students with Learning Disabilities and/or AD/HD. Frontiers:

    The Interdisciplinary Journal of Study Abroad, 11, 1-31.

SIT Study Abroad. (2015). Retrieved from http://studyabroad.sit.edu/

Stroud, A. H. (2010). Who Plans (Not) to Study Abroad? An Examination of US Student

    Intent. *Journal of Studies in International Education*, *14*(5), 491-507.

U of M Global Programs and Strategy Alliance. (2013, September 23). *Orientation for Students*
with Disabilities Studying Abroad [Video file]. Retrieved from
https://www.youtube.com/watch?v=mX1XHdaoxG0

Ungar, S. J. (2016). Study-Abroad Solution: How to Open the American Mind, The. *Foreign*
Aff., *95*, 111.

Voigts, J. (2009). *International Sojourns and Acquired Disabilities as Intercultural Experiences:*
A Journey of Personal Transformation (Doctoral dissertation, UNIVERSITY OF
MINNESOTA).

WebAIM: Web accessibility in mind. (n.d.). *Microsoft Word.* Retrieved from
http://webaim.org/techniques/word/

Why CISabroad. *Overseas Staff.* (2015). Retrieved from http://www.cisabroad.com/why-
cisabroad/overseas-staff#anchor

Zellweger, K. (2014). *People with Disabilities in a Changing North Korea*. Shorenstein APARC
Working Paper. Freeman Spogli Institute for International Studies. Stanford University.
http://www.dol.gov/odep/pubs/fact/comucate.htm

Appendices

Appendix A: IIE (International Institute of Education) U.S. Study Abroad 1989 / 2014

U.S. STUDY ABROAD STUDENTS 1989/90 – 2013/14
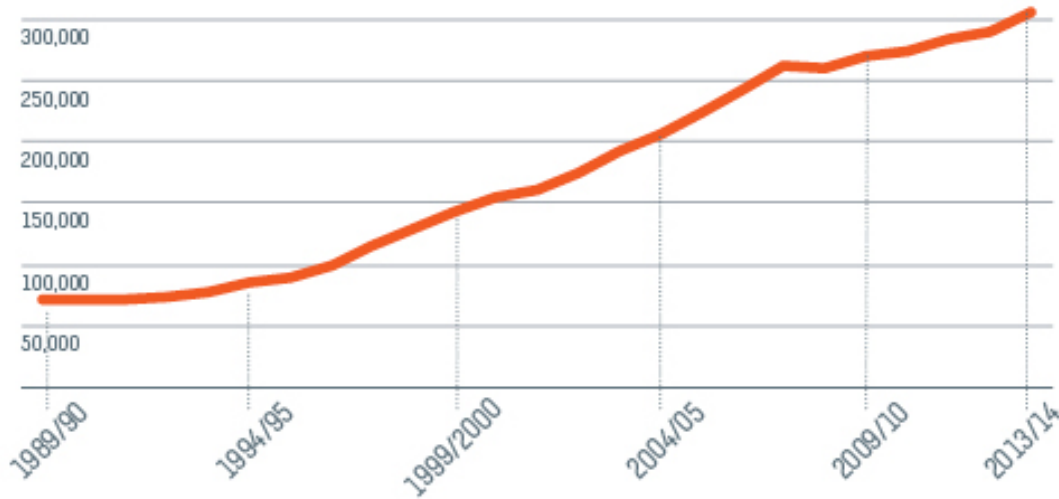
In 2013/14 there was **an increase of 5%** over the prior year in the number of U.S. students studying abroad.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors

opendoors

Appendix B: Infographic chart about U.S. students with disabilities studying abroad

2013/14

U.S. STUDY ABROAD: STUDENTS WITH DISABILITIES, 2006/07-2013/14								
	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Disability Status*								
No Disability	96.7	97.0	96.4	96.0	95.9	95.0	94.9	94.3
Disability	2.6	3.0	3.6	4.0	4.1	5.0	5.1	5.7
Type of Disability*								
Learning Disability	50.5	47.0	48.1	52.2	51.3	43.4	46.4	43.8
Mental Disability	25.4	28.6	24.6	20.9	19.9	28.0	27.9	25.9
Physical Disability	8.0	8.1	7.2	5.5	6.9	7.6	5.9	4.7
Sensory Disability	5.8	5.3	5.1	6.5	7.3	3.8	3.8	5.0
Other Disability	10.2	11.0	15.0	14.9	14.6	17.2	16	20.6
# of Institutions Reporting Disability Status*	116	150	207	210	215	269	265	273
Total Students with Disabilities Reported*	1,006	1,401	1,874	1,827	1,876	2,786	3,194	3,638
TOTAL	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467
* Reported for the first time in 2006/07.								

Appendix C: David Kolb's Experiential Learning Cycle
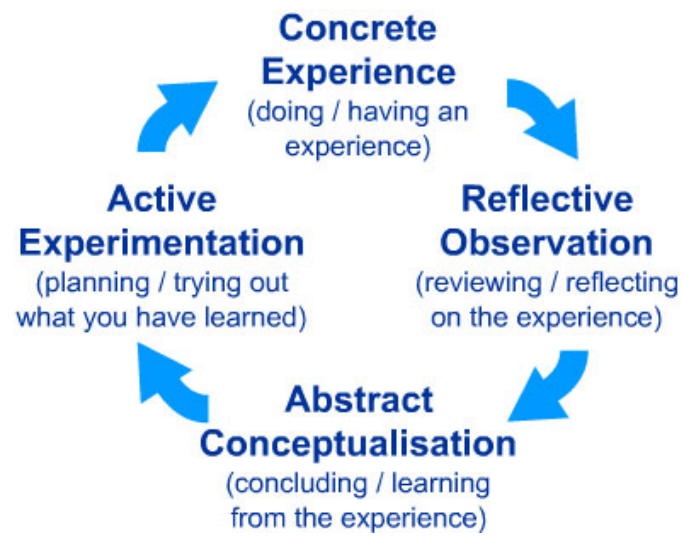
Appendix D: David Kolb's Learning Styles
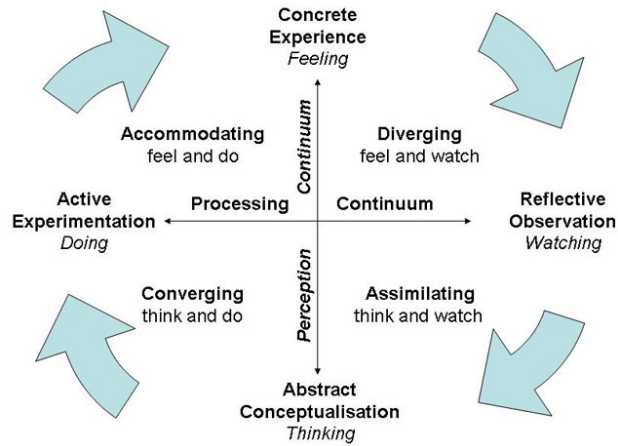
Appendix E: Models of Distance Education

FIGURE 1.2 A Systems Model for Distance Education

Management

- Needs assessment
- Prioritizing

Resources
- Allocation
- Administration

Personnel
- Recruitment
- Training

Control
- Monitoring
- Evaluation

Policy

Content sources

Organization
- Individual
- Dual mode
- Single mode
- Consortia

Manages content
  experts
Does needs
  assessment
Decides what to
  teach

Program/course design

Course team
- Content specialists
- Instructional designer
- Graphic designer
- Web producer
- Audio/video
  producers
- Editor
- Evaluator
- Course team manager

Delivery

Media
- Text   • Images
- Sound   • Artifacts

Technology
Recorded
    Print/online
    Audio: CD/tape/online
    Video: CD/tape/online
Broadcast
    Audio: radio
    Video: television
Interactive
    Audio conference
    Video conference
    Satellite/cable
    Desktop
    Computer/Internet/WWW

Interaction
- Instructors
- Counselors
- Administrative
  staff
- Librarians
- Help desk
- Learning
  center/site
  coordinators
- Other students

Learning environment
- Workplace
- Home
- Classroom
- Learning
  center
- Traveling

Appendix F: ADA Laws and background

The Americans with Disabilities Act of 1990
and Revised ADA Regulations Implementing Title II and Title III

THE LAW

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The current text of the ADA includes changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009. The ADA was originally enacted in public law format and later rearranged and published in the United States Code.

THE 2010 REGULATIONS

On Friday, July 23, 2010, Attorney General Eric Holder signed final regulations revising the Department's ADA regulations, including its ADA Standards for Accessible Design. The official text was published in the Federal Register on September 15, 2010 (corrections to this text were published in the Federal Register on March 11, 2011).

The revised regulations amend the Department's 1991 title II regulation (State and local governments), 28 CFR Part 35, and the 1991 title III regulation (public accommodations), 28 CFR Part 36. Appendix A to each regulation includes a section-by-section analysis of the rule and responses to public comments on the proposed rule.

These final rules went into effect on March 15, 2011, and were published in the 2011 edition of the Code of Federal Regulations (CFR).

THE 1991 REGULATIONS

ADA Regulation for Title II, as printed in the Federal Register on July 26, 1991, and effective until March 15, 2011.
ADA Regulation for Title III, as printed in the Code of Federal Regulations July 1, 1994, and effective until March 15, 2011.

Appendix G: FERPA Laws and background

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Appendix H: Online Training Module Set up!

Purpose: To help educators be more inclusive to current and prospective students around the world.

Goals: To be more aware and present ideas of how everyone, as a community no matter where they are in the world, can promote a safe space for all types of students.

Objectives: To help educators to be more supportive and understanding of inclusion and help promote disability services and resources available.

Online Training Module Format

Module 1 – Introduction to Inclusion

    Disclaimer, common sense (state that there will be language used that could be offensive to some and that this training will be used for educational purposes to help promote understanding, social justice and foster intercultural development and growth)

    Why are we here? (discussion, question and answer)

    FERPA (Family Education Rights and Protections Act) (discuss, inform, explain why it is important)

    ADA (American Disabilities Act) and the 503 Rehabilitation Act of 1973) (discuss and explain why it is important

    Disability? What does it mean to have a disability? (hand outs followed by discussion)

    What classifies as a disability? (Have students, faculty and staff face each other and discuss)

Module 2 – What is Disability Etiquette

    What is disability etiquette? (explain what it is, how it is important and who it affects)

    What do you think when you hear certain words and phrases? (have a slide of words that are not offensive and words that are)

    Providing handouts (discussion, feedback, thoughts)

Module 3 – What is Assistive Technology

    What is Assistive Technology? (provide examples of assistive technology including Iphone, Windows, Mac, etc)

Web Accessibility (discuss and provide examples)

Apple, Windows, iOS, Android devices

Accessible powerpoints, word documents, excel

Screen readers (NVDA, JAWS, VoiceOver)

Module 4 – Language is everything!

Why is language important? Always be positive! (ask students to provide examples)

PC (politically correct), politically incorrect language and terms

Positive reinforcement vs negative

How disabilities are portrayed and viewed in the media, movies, shows, etc

Module 5 – What does Inclusion have to do with study abroad?

Introduction to Universal Design of Learning (UDL) (understanding what it is and how it is applied)

Promoting inclusion in study abroad (learning how to advise student with disabilities)

Helping understanding accommodations and in-country services for students with disabilities

Section 6 – Wrapping it up!

Review!

Putting it all together, reflection

Appendix I: Examples of online handouts

What is wrong with the following pictures? What could have been done better?

Photo Description: Two people talking about Paul in a wheelchair and not focusing on him

Photo Description: Person in a job interview with a timer with text saying "so you've got a speech difficulty – well take your time, you're under no pressure."

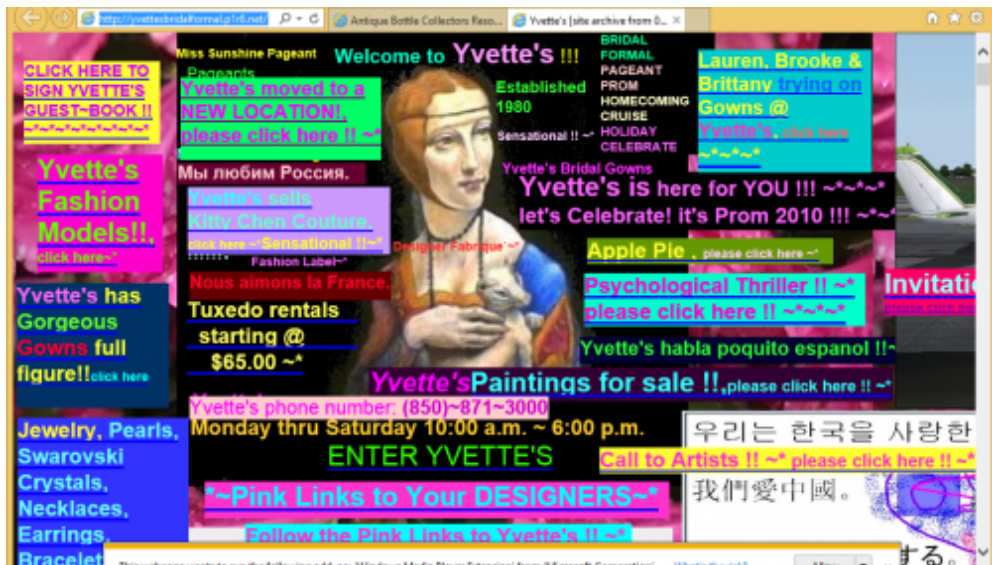**Appendix J: Examples of Website Accessibility versus Inaccessibility!**

Photo Credit from:
http://mail.accessiq.org/sites/default/files/styles/highlight/public/figure_2.png?itok=QVG1P9A-

Photo Credit from:
http://mail.accessiq.org/sites/default/files/styles/highlight/public/figure_4.png?itok=mbQNYZcH

Appendix K: Words and phrases to use and avoid

Avoid Using	Try Using
Crazy, insane, loony, nuts, lunatic: • "I have a crazy amount of work to do," • "You are acting insane right now," • "The weather was nuts yesterday!"	• "I have an **overwhelming** amount of work to do," • "You are acting **irrational** right now," • "The weather was so **all over the place** yesterday"
OCD, schizo/schizophrenic, bi-polar, ADD/ADHD, autistic, "off your/their meds"[2]: • "I've been so ADD lately," • "This weather/love/feelings/day is so bi-polar"	• "I've been so **distracted** lately," • "This weather/love/feelings/day is so **confusing**"
Psychopath, psycho, psychotic, maniac: • "They are such a psycho!" • "She's a maniac, maniac on the floor"	• "They are so **terrifying**!" • "She **leaves everything** on the dance floor"
Cripple, paralyze, handicap, lame: • "The economy has been crippled by debt," • "He was paralyzed with fear," • "That move was so lame"	• "The economy has been **stagnated by** debt," • "He was **frozen** with fear," • "That movie was so **boring**"
Blind (to/by), deaf (to): • "They were blinded by greed," • "They turned a blind eye to the discrimination in their community," • "Their cries for change fell on deaf ears"	• "They were **consumed** with greed," • "They **ignored** the discrimination in their community," • "Their cries for change were **ignored**"
Stupid, retarded, dumb, idiot(ic), daft, derp, feeble-minded, imbecile, moron, simpleton, wacko, spaz	Asinine, confusing, bullish, ignorant, inane, jerk, outrageous, obtuse, ridiculous, unbelievable, unconscionable, unthinkable, useless

Appendix L: Scenarios!

Here are five different scenarios involving students with disabilities in everyday life. They are used to help promote understanding and inclusion.

Scenario 1
 A student who uses a wheelchair goes on an excursion. Because the student does not have an assistant, an alternate trip is strongly recommended by the program. The disability of the student is never disclosed to the home institution or the provider. Participating with the group proves favorable for both parties because the student survives with no injuries and thoroughly enjoys the experience. How could the organization have been proactive to protect the student's legal rights? What could the student do to advocate for their needs while promoting their abilities, not their disability?

Scenario 2
A student with a hearing impairment has been accepted into a language-based provider program. Because the student never disclosed their disability and took all the required courses to be accepted in the program, they ran into accessible barriers, including the inability to verbally communicate with the instructor(s). Since the student was accepted and could not be turned away because of their disability, what actions could the provider take to accommodate them? Then what could you do as an office avoid situations similar to this?

Scenario 3
A student with a visible disability has aspirations of attending a program, but unfortunately the accommodations and resources are very limited. Your company offers programs that would meet the student's academic goals and would be more accessible. How could you support this student's needs and academic goals?

Scenario 4
You have a student walk in with a white cane and they are eager to learn about the info session that is being presented. What is one easy way to ensure all presentations are accessible ahead of time, before you know the exact needs of your audience? What would you need to check for? Provide examples on how you could accommodate the materials for all individuals.

Scenario 5
It is the start of a new semester and you are encouraging students to come in and learn about programs abroad. How could the disability office, if available, work closely with the study abroad office?

Appendix M: Schedule layout for one, two and, three months

One month schedule:

1	2	3	4	5	6	7
Module 1	Module 1	Module 1	Module 1	Review Module 1, start Module 2	Module 2	Module 2
8	9	10	11	12	13	14
Module 2	Module 2	Review Module 2, start Module 3	Module 3	Module 3	Module 3	Module 3
15	16	17	18	19	20	21
Review Module 3, start Module 4	Module 4	Module 4	Module 4	Module 4	Review Module 4, start Module 5	Module 5
22	23	24	25 finish Module 5, start final module	26	27	28
Module 5	Module 5	Module 5		Module 6	Module 6	Module 6
29	30	31				
Module 6	Module 6	FINAL!				

Two month schedule: Month 1

1	2	3	4	5	6	7
Module 1	Module 1	Module 1	Module 1	Module 1	Module 1	Module 1
8	9	10	11	12	13	14
Module 1	Module 1	finish Module 1, start Module 2	Module 2	Module 2	Module 2	Module 2

15	16	17	18	19	20	21
Module 2	Module 2	Module 2	Module 2	Module 2	finish Module 2, start Module 3	Module 3
22	23	24	25	26	27	28
Module 3	Module 3	Module 3	Module 3	Module 3	Module 3	Module 3
29	30	31				
Module 3	Module 3	finish Module 3, start Module 4				

Month 2:

			1	2	3	4
			Module 4	Module 4	Module 4	Module 4
5	6	7	8	9	10	11
Module 4	Module 4	Module 4	Module 4	Module 4	finish Module 4, start Module 5	Module 5
12	13	14	15	16	17	18
Module 5	Module 5	Module 5	Module 5	Module 5	Module 5	Module 5
19	20	21	22	23	24	25
Module 5	finish Module 5, start final module	Module 6	Module 6	Module 6	Module 6	Module 6
26	27	28	29	30		
Module 6	Module 6	Module 6	Module 6	FINAL		

Three month schedule: Month 1

1	2	3	4	5	6	7
Module 1	Module 1	Module 1	Module 1	Module 1	Module 1	Module 1
8	9	10	11	12	13	14
Module 1	Module 1	Module 1	Module 1	Module 1	Module 1	Module 1
15 finish Module 1, start Module 2	16	17	18	19	20	21
	Module 2	Module 2	Module 2	Module 2	Module 2	Module 2
22	23	24	25	26	27	28
Module 2	Module 2	Module 2	Module 2	Module 2	Module 2	Module 2
29	30	31 finish Module 2, start Module 3				
Module 2	Module 2					

Month 2:

			1	2	3	4
			Module 3	Module 3	Module 3	Module 3
5	6	7	8	9	10	11
Module 3	Module 3	Module 3	Module 3	Module 3	Module 3	Module 3
12	13	14	15	16 finish Module 3, start Module 4	17	18
Module 3	Module 3	Module 3	Module 3		Module 4	Module 4
19	20	21	22	23	24	25
Module 4	Module 4	Module 4	Module 4	Module 4	Module 4	Module 4

26	27	28	29	30		
Module 4	Module 4	Module 4	Module 4	Module 4		

Month 3:

					1	2
					finish module 4, start final module	Module 5
3	4	5	6	7	8	9
Module 5	Module 5	Module 5	Module 5	Module 5	Module 5	Module 5
10	11	12	13	14	15	16
Module 5	Module 5	Module 5	Module 5	Module 5	Module 5	Finish Module 5 and start Module 6!
17	18	19	20	21	22	23
Module 6	Module 6	Module 6	Module 6	Module 6	Module 6	Module 6
24	25	26	27	28	29	30
Module 6	Module 6	Module 6	Module 6	Module 6	Module 6	FINAL!

Appendix N: Layout of Training

Navigation

Home
Site news
Need to chat?
Courses

Search courses: [   ] [Go]

▷ **Disclaimer**

▽ **Module 1 - Introduction to Inclusion**

     Part 1 - Global Accessbility Laws

     Part 2 - Introduction to FERPA

     Part 3 - Module 1 Forum

     Final Part - Review

▽ **Module 2 - Disability Etiquette**

     Part 1 - What is Disability Etiquette?

     Part 2 - Hall of intolerant language!

     Part 3 - Self-Reflection

     Final Part (Optional) - Review (Module 1 & 2)

▽ **Module 3 - Intro to Assistive Technology**

     Part 1 - What is Assistive Technology?

     Part 2 - Intro to Web Accessibility

     Part 3 - Screen Readers!

     Final Part - Module 1, 2 and 3 Review (Optional)

▷ **Module 4 - Language is everything!**

▷ **Module 5 - Inclusion & Study Abroad?**

▷ **Module 6 - Putting it all together!**

You are not logged in. (Log in)

[Home]

AWD Online Interactive Training

You are not logged

Home ▶ Courses

Navigation

Home
Site news
Need to chat?
▼ Courses

Search courses: [   ] [Go]

▼ Col

▷ **Disclaimer**

▶ **Module 1 - Introduction to Inclusion**

▶ **Module 2 - Disability Etiquette**

▶ **Module 3 - Intro to Assistive Technology**

▼ **Module 4 - Language is everything!**

Part 1 - What is language?

Part 2 - Person first language

Part 3 - Language used in media

Final Part - Review (optional)

▼ **Module 5 - Inclusion & Study Abroad?**

Module 5 - Inclusion & Study Abroad?

▼ **Module 6 - Putting it all together!**

fgdfgd

You are not logged in. (Log in)

[Home]

Appendix O: Budget

Category	Description	Type of Unit	# of Units	Duration (Days)	Unit Cost	Total Cost		Assumptions	
	I. Direct Expenses							Participants	10
	Teacher Annual Salary	Per Training	3		$ -	$ -		Staff	9
Personnel	Maintenance of website	yearly	1		$ 1,000.00	$ 1,000.00			
	Inclusion trainers	Per Training	3		$1,000	$ 3,000.00			
	Administrator salary	Per Training	2		$ 1,000.00	$ 2,000.00		Total # of people	19
Communication	Postage	Certificate of completion	10		$ 5.00	$ 50.00		For a one month program	
Extra-Curricular Activities	After party entertainment including food and drinks	Outside of Program	1		$ 200.00	$ 200.00			
Miscellaneous	Cash for online resources	program	1		$ 500.00	$ 500.00			
	Grants from the U.S. Department	Program	1		$ 5,000.00	$ 5,000.00			
	Total					$ 6,750.00			
Government									
	II. Income/Revenue	participant	10		$ 100.00	$ 1,000.00			
	Subtotal					$ 6,750.00			
	TOTAL EXPENSES					$ 750.00			

Abroad With Disabilities Online Interactive Training (AWDOIT) Program Budget

Program Title: AWDOIT!   Overall Program Dates: One, two or three months