

MEMORANDUM

Fall 2001/Spring 2002

To: Disability Seminar Students
From: Professors Peter Blanck, Len Sandler

Re: Overview, Meetings and Requirements

We are pleased that you will be taking the Disability Seminar. Our first meeting will be on **Tuesday, August 28, from 11:30 PM to 1 PM, at the 315 Melrose House**, across from the Law School. The Melrose House is the building with the sign, "Law, Health Policy & Disability Center." The **Monday 11:30 to 1 PM** time will be our regular meeting time for the fall semester, with other individual and project team meetings to be arranged. The spring semester will meet on Mondays from **11:30 to 2 PM**.

After our initial meeting, we will meet as a group on **Monday September 17th from 11:30 - 1 PM**, and will have small group meetings prior to that meeting, which we will discuss on August 28th.

My office is 431 BLB (phone 335-9043), Professor Sandler's office is in the legal clinic (phone 335-9030). This memorandum is to help you plan for this seminar. The year long seminar is a six credit seminar to be taken during both the fall and spring semester. Some students who are graduating in December have arranged to take the class just for the Fall semester. Law students also may receive 1 writing credit per semester for the seminar.

The seminar has several components:

- (1) Project team meetings will be arranged in advance after our first meeting.
- (2) The reading material will be handed out during the year. You also should purchase both of the books on the ADA by Professor Blanck [available in the law school bookstore], if you have not already done so for the larger disability law school class last semester.
- (3) A high level of involvement and participation is required for the successful completion of the project. Students will be graded on the basis of their involvement with research, writing, and presentation activities related to the activities at the research center. The related written notes and literature search documenting the development of your projects and the quality of your participation will be evaluated. At the first meeting, we will discuss the focus of the projects.
- (4) Your first assignment is to review the research center's web site at <http://www.its.uiowa.edu/law> and the Seminar assignment page at <http://www.its.uiowa.edu/law/seminar/index.htm>
- (5) Most communication outside of class between students, professors, and Center staff takes place by e-mail. Please ensure that you have a working e-mail account which accepts attachments, and please check that account for assignments and readings regularly.

The Associate Director of the Center is James Schmeling (335-8458), do not hesitate to contact him if you have any questions about the seminar logistics and Center projects. Please make sure that Mr. Schmeling has your correct e-mail information and contact information.

Center and Seminar Overview

The Law, Health Policy & Disability Center is an emerging leader in technology, education, and research, focused on improving the quality of life for persons living with disabilities. Professionals in law, health care, and rehabilitation work with faculty, researchers, and students. Our Center's projects involve designing and creating accessible Web sites, establishing distance learning curricula, and researching the economic impact of disability work incentive programs.

Using a seminar and project team approach, we research, evaluate, and promote the use of assistive technology and Internet accessibility. We analyze state and federal policy related to employment of people with disabilities. In addition, we provide program evaluation and research for businesses. We partner with local, state, and federal agencies; leaders in technology; and associates in the private sector.

The teaching approach used in the Disability Center Seminar involves students in Center projects. The projects vary from semester to semester. You will be asked to research and write on legal and policy issues related to current projects. For instance, the Center is working with the Department of Education, the Department of Labor, and various other state and private entities. Although you will be asked to focus your studies in these areas, there are other topics to be covered to provide alternative opportunities.

Additionally, there may be opportunities to publish papers, briefs, and other research, either as Center papers or as publications for the various projects. When you write for these projects, and they are published by the Center or other agencies, you may be recognized as authors, co-authors, or contributors as appropriate. These materials may be used also to inform technical assistance activities such as web-casts and audio-conferencing.

Student briefs or papers also may be used as background materials for discussion by the seminar. The issues may be informed by Center projects, or conversely may inform other projects. The intent is to explore issues related to disability policy on many levels, particularly in the areas of employment and technology. You will be invited to observe, or possibly participate in, tele-conference calls and web-casts related to your topics.

Please do not hesitate to contact me if you have any questions.

Syllabus

Fall 2001

The first semester has been devoted primarily to the preparation and discussion of corporate culture in a large technology corporation. Aspects of the products developed during the first semester will be reviewed by the IT company and then published in several formats. See the Seminar web site page for more detailed information on fall activities.

During the fall we also studied various research methods and to the management of a complex research project and document management system. We discussed qualitative and quantitative research techniques. As noted below, during the spring semester we hope that you will build on this learning in applying these research techniques to your legal and policy research papers.

Spring 2002

The first seminar class will be on Monday, January 14th, at the 11:30 AM meeting time at the Melrose house. Note, given the ambitious scope of the Spring semester projects and presentations, we will meet from **11:30 - 2 PM on Mondays**, with the individual project conferences referenced below scheduled separately. If there are conflicts with that time, we will reschedule to a mutually acceptable time.

For those law students interested in completing writing credits immediately [i.e., that you need to graduate in December] please contact us for topics or to assess current writing status.

Otherwise, during the second semester of the seminar, each of you will prepare and present legal research and policy briefs or papers [writing credits to be granted meeting law school requirements] on topics agreed to in advance. The topics will relate to disability law and policy, including employment, welfare reform, technology, secondary education and job training, public and private sector initiatives.

The research papers should be both legally rigorous and relevant to the lives of people with disabilities in Iowa or nationally. We will attempt to solicit representative feedback and topics of immediate importance and concern to local disability advocates. During the semester, and outside of seminar meeting times, students will meet with Blanck and Sandler for three to five individualized conferences on their brief and paper development.

At the end of the semester, the goal is for the student policy briefs and papers to be presented on the Center's web site, particularly in ways that are enhanced by web site presentation such as with links to similar sites or databases. Students will be evaluated on the quality of their legal, and/or policy analysis, writing, class presentations, and presentation of final project in paper and web-based formats as appropriate. Writing credit will be awarded in accordance with law school requirements. Putting the paper on the web will be the responsibility of Center staff, not students. Lastly, we renew our invitation for students to suggest and/or present topics for brown-bag or formal seminar discussions.

Below is a working schedule for the Spring 2002 semester:

January 14 Discuss paper topics and finalize writing assignments [law students writing for credit. Review writing schedule [Blanck, Sandler, Schmeling]. Students review carefully the seminar page on the Center web site, where assignments, readings, writings, and notices will be placed.

Examples of policy brief and paper topics include [to be explained in detail during our first class]: employment, taxation, and other implications for consumers with disabilities who use the services of personal care attendants; implementation of the Ticket to Work and Work Incentives Improvement Act (TWWIIA) regulations; implementation of the Workforce Investment Act

(WIA) regulations; review of Information Technology companies hiring of persons with disabilities; ADA's categorization of employees for purposes of coverage by the law; update on Olmstead implementation; historical research on conceptions of disability; comparative or international disability laws; ADA - Supreme Court Interpretations, Analysis and Implications; One Stop Accessibility; Welfare Reform: Temporary Assistance to Needy Families (TANF) recipients with disabilities, lessons learned from state entrepreneurs; Section 188 - Status of Memorandum of Agreement approvals and Civil Rights Center activities; WIA - Partner Coordination, Vocational Rehabilitation, Labor, and other agencies; Medicaid Buy In implementation.

- January 21 Martin Luther King Day Celebrations: We recommend that you attend and be prepared to discuss at later seminars presentations on accessible and assistive technology, web accessibility, disability or employment.
- January 24 Seminar students to attend the Center-sponsored employment policy conference, "Re-Thinking Best Employment Practices," in Levitt Auditorium at the Law School. The conference begins at 9:00 AM and ends at 3:45 PM.
- January 28 Discussion of "Re-Thinking Best Employment Practices," policy briefs and paper issues writing, scope [Blanck and Sandler].
- February 4 Students discuss preliminary paper abstracts or outlines. Students provide initial readings for class related to topic [in consultation with Blanck and Sandler].
- February 11 Students discuss preliminary paper abstracts or outlines. Students provide initial readings for class related to topic [in consultation with Blanck and Sandler].
- February 18 Guests from the disability and/or policy community participate in discussion about scope and development of research papers and projects. Note that several special sessions with guests may be added to the schedule.
- February 25 Discussion and review of web based presentation of briefs and papers [Klein, Borg, Schmeling].
- March 4 Blanck and Sandler, et al., present for feedback, large IT company case report and beta site developed based on student and staff research from Fall Semester.
- March 11 Students present to class detailed outlines and/or first drafts of policy briefs or papers.
- March 18 Spring Break
- March 25 Students submit detailed drafts of policy briefs or papers.
- April 1 Students submit detailed drafts of policy briefs or papers.
- April 8 Individualized meetings on briefs and papers with Blanck and Sandler.
- April 15 Final presentations.
- April 22 Final presentations, and discussion of project presentation on Center web site.