Course Syllabus

LI825XI

Multicultural Resources and Services for Librarians

Spring Semester 2017

Faculty: Robin Kurz
E-mail: rkurz@emporia.edu
Primary Phone: (620) 341-5069
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 1/18

Important Dates for Spring 2017

1/18 First Day of Class  1/31 Last Day to Add/Drop  4/5 Last Day to Withdraw
5/5 Last Day of Classes  5/13 Commencement  5/16 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
### Catalog Description

The course introduces a wide range of multicultural resources in all formats. Students apply knowledge of educational theories to the design of readers’ advisory services, library programs, and literacy activities in academic, public, and school library settings. Emphasis is given to meeting the recreational, cultural, informational, and educational needs of African American, Asian American, Latina/o, Native American, and bi/multiracial children, young adults, and adults. *(Approved 12/18/2014)*

### Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify historical and contemporary access issues for traditionally oppressed racial groups in libraries and other spaces.</td>
<td>PO 1</td>
<td>PV 1</td>
<td>1A, 1B, 1F, 1H, 1I</td>
</tr>
<tr>
<td>2 Describe and discuss the ways in which African American, Asian American, Latina/o, Native American, and bi/multiracial populations differ from other groups, the importance of library service to these populations, and the differentiation between various subcultures populations.</td>
<td>PO 1, PV 1, PV 3</td>
<td>1A, 1B, 1F, 1H, 1I</td>
<td></td>
</tr>
<tr>
<td>3 Read widely across all genres to maintain a broad knowledge of multicultural literature for various individuals and groups, including those of various abilities, beliefs, gender identities, sexual orientations, and socioeconomic levels.</td>
<td>PO 2, PO 7</td>
<td></td>
<td>2B, 2C, 2D, 7A</td>
</tr>
<tr>
<td>4 Evaluate print and non-print media in the particular and as a whole, appreciating the ways in which these materials may be used in integrated advisory and programming.</td>
<td>PO 2</td>
<td>PV 1</td>
<td>2B, 2C, 2D</td>
</tr>
<tr>
<td>5 Apply the principles of collection development to the creation of print and non-print collections encompassing the needs of these groups for specific types of libraries.</td>
<td>PO 2</td>
<td>PV 1</td>
<td>2B, 2C, 2D</td>
</tr>
<tr>
<td>6 Construct a repertoire of methods for providing programming and services to multicultural populations.</td>
<td>PO 1, PO 2, PO 5, PO 8</td>
<td>PV 4</td>
<td>5C, 5E, 5F, 8C</td>
</tr>
<tr>
<td>7 Design, develop, implement, evaluate, and promote multicultural programs for specific library settings.</td>
<td>PO 1, PO 2, PO 5 PO8</td>
<td>PV 4</td>
<td>5C, 5E, 5F, 8C</td>
</tr>
</tbody>
</table>

*Approved 12/18/2014*
Instructor Contact Information

My office hours for the spring 2017 semester are on Tuesdays and Wednesdays between 9:30 am and noon CT and by appointment.

My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time through any means. During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours).

When emailing from outside of Canvas, please always include the course number (e.g. LI825) in the email subject line, as I will respond more quickly if I realize your email pertains to the course.

You can find me on Twitter at @robinkurz.

Required Readings

**Required Textbook:** none

**Required Readings:**

All of these titles are required for the course:

<table>
<thead>
<tr>
<th>Circle</th>
<th>Companion Titles (Read Both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Wish After Midnight/Zetta Elliott/Skyscape/2010/288 pages</td>
</tr>
<tr>
<td></td>
<td>The Underground Railroad/Colson Whitehead/Doubleday/2016/320 pages</td>
</tr>
<tr>
<td>2</td>
<td>The Shadow Hero/Gene Luen Yang/First Second/2014/176 pages</td>
</tr>
<tr>
<td></td>
<td>The Making of Asian America/Erika Lee/Simon &amp; Schuster/2015/528 pages</td>
</tr>
<tr>
<td>3</td>
<td>Out of Darkness/Ashley Hope Pérez/Carolrhoda Lab/2015/408 pages</td>
</tr>
<tr>
<td></td>
<td>Everything Begins and Ends at the Kentucky Club/Benjamin Alire Sáenz/Cinco Puntos Press/2012/180 pages</td>
</tr>
<tr>
<td>4</td>
<td>Dreaming in Indian: Contemporary Native American Voices/Lisa Charleyboy &amp; Mary Beth Leatherdale/Annick Press/2014/128 pages</td>
</tr>
<tr>
<td>5</td>
<td>Open Mic: Riffs on Life between Cultures in Ten Voices/Mitali Perkins/Candlewick/2013/144 pages</td>
</tr>
<tr>
<td></td>
<td>We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape our Multiracial Future/Deepa Iyer/The New Press/2015/256 pages</td>
</tr>
</tbody>
</table>
Additional Required Readings:

There will be other required readings for specific assignments (see “Assignments” below for more details), but these readings will be different for each student, based on the parameters of the assignment.

Additional required readings will be assigned for each weekly module. Some, but not all, are identified below in the selected readings and the Tentative Course Schedule. I will provide you with copies of readings that are not available to you through the WAW Library’s electronic resources. If a reading is available through WAW Library electronically, you will be expected to locate it yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.

Selected Readings for Discussions:

A selected bibliography of course readings is included below. Not every student will read every article/selection, as some weeks will feature different reading assignments for students focusing on youth services versus those focusing on adult services.


**Learning Activities**

This is a highly participatory course; therefore, many of the learning activities center on activities in which you will engage with each other and/or me. Over the course of the semester, every student will be expected to actively engage in every discussion circle and class-wide discussion. These activities will be reflected in class participation grades.

**Teaching Approach:**

In order to achieve the above listed goals and outcomes, I will foster an open, inclusive learning environment that combines occasional traditional lectures with readings, discussions, activities, videos, and interviews with professionals. In exchange for your commitment, I work with you to build a community in which we can all grow through meaningful conversations, both peer/peer and student/faculty. I also allow room for exploration, evolution, and ownership in readings, discussions, and assignments, realizing that individual students will reach the course learning outcomes in different ways and not necessarily in concert with each other. **Online class participation is an integral part of the course, and all students are expected to complete all readings and other assignments.**
Student Participation:
I place much importance on student ownership of the learning process. Students will contribute to the success of the course through active participation and thoughtful involvement, remaining cognizant of each other’s differences and respectful of differences in age, gender, race, ethnicity, sexual orientation, physical ability, religion, etc. Students should also remain aware of the individuals and groups they will be discussing (either theoretically or actually) and should avoid using terminology that others deem offensive. Students will be expected to contribute to all course activities within the framework of the “Guidelines and Etiquette Policy” posted with the syllabus in Canvas.

From the ESU University Policy Manual: “One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week for a minimum of 15 weeks… It is expected that the academic work required of graduate and professional students will exceed 3 hours per credit per week.” Since this is a three-credit hour course, I expect you to spend at the very least 9 hours per week on this course.

Due Date Checklist:
In order to facilitate student participation and active engagement, I will provide a due date checklist during the first week of class. This document, in conjunction with the syllabus, is crucial to a successful semester. While this document will be subject to occasional changes, it provides a detailed, chronological list of course assignments.

## Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Video</td>
<td>--</td>
<td>January 24</td>
<td>3</td>
</tr>
<tr>
<td>Identity Narrative</td>
<td>1</td>
<td>February 19</td>
<td>10</td>
</tr>
<tr>
<td>Resource Reviews</td>
<td>2, 4, 5</td>
<td>Round 1—March 12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Round 2—April 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Round 3—May 8</td>
<td></td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Part 1: March 12</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete: May 7</td>
<td></td>
</tr>
<tr>
<td>Discussion Circles (4 total)</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See specific dates below</td>
<td></td>
</tr>
<tr>
<td>Class-Wide Discussions (3 total)</td>
<td>All</td>
<td>Throughout</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See specific dates below</td>
<td></td>
</tr>
<tr>
<td>Website &amp; Presentation</td>
<td>Potentially All</td>
<td>Topic—Feb. 26</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website &amp; Presentation—April 30</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Q&amp;A—Week 16</td>
<td></td>
</tr>
</tbody>
</table>
Intro Video: 3 points—Link shared in Canvas before Midnight—For this assignment, students will record short videos introducing themselves to the rest of the class. Videos should be approximately 5 minutes in length and include at minimum the information requested in the assignment instructions. Full details will be provided on the first day of class. Due date—January 24

Identity Narrative: 10 points—Submitted via Canvas before midnight on the date listed below—For this assignment, students will write an 8-10 page paper based on their own life & library experiences framed by their identities. These papers will be personal narratives—not research papers. Sources will not be used unless students decide they significantly add to the narrative. Full details will be provided on the first day of classes. Due date—February 19

Resource Reviews: 22 points—Submitted via Canvas before midnight on the dates listed below—For this assignment, students will select and evaluate resources in various format types (book, audio, video, etc.). Students will choose from two track options for this assignment: the youth track (16 reviews) or the adult track (4 reviews). Reviews will be submitted via Canvas assignments and shared on the course wiki. Full details will be provided on the first day of class. Due dates—March 12 (round 1); April 2 (round 2); May 8 (round 3)

Reflective Journal: 10 points—Submitted in two parts via Canvas before midnight on the dates listed below—Students will be responsible for maintaining a reflection journal over the course of the semester. Students will write EIGHT total entries responding to weekly activities, with a minimum of two double-spaced pages per entries. These journal entries will allow students to synthesize and expand upon the course materials. While the reflections in these journals will remain confidential, I will occasionally ask students to choose a paragraph to share in class-wide discussions or discussion circles. Detailed assignment instructions will be provided during the first week of the course. Due date—First Half—March 12/Complete Journal—May 7

Discussion Circles: 20 points—Completed throughout the semester within assigned groups in real time—During the second week of class, I will split students into groups (ideally 4-5 students per circle). The students in each group will read all of the readings for their circle (including those listed in the table under “Required Readings” above) and be responsible for rotating facilitation of the book discussions. There will be four literature circles over the semester (see tentative course outline below and Due Date Checklist for dates), each one week long. Students are expected to have read the titles and completed all To-Do List activities for that discussion before it begins. Facilitators share questions on/before the first day of discussion week, with the live discussion occurring that week as determined by the group (Zoom, Google Hangouts, etc.). The professor will model expectations for these circles during the live Zoom chat for class-wide discussion #3 (also to be recorded & share with the class). Full details on the requirements for this assignment will be provided during the first week of class. Due dates—See Below

Class-wide Discussions: 15 points—Completed throughout the semester on designated discussion boards in Canvas and with optional Live Zoom sessions—There will be three class-wide discussions over the course of the semester based on specific prompts/questions I provide. I will post questions/prompts before the first day of the discussion, with each discussion lasting a full week. Multiple posts per students are expected. For each class-wide discussion, there will also be an optional live Zoom session for students wishing to meet in real time online instead of posting on the discussion board. The third live class-wide discussion will model the instructor’s expectations for the discussion circles. Full details on the requirements for this assignment will be provided during the first week of class. Due dates—See Below
**Website and Presentation: 20 points**—Topics approved in specified Canvas discussion board; Website completed online; Presentation completed in Zoom and posted in specified Canvas discussion board; Class-wide Q&A in same discussion board—Each student will create a website on a topic related to the course. The audience of the website may be librarians, library users, or both. Topics will be approved via a specified Canvas discussion board. Students will record a Zoom video presenting the website (5-10 minutes) to the class. This video will explain to the class the process used in the selection of the topic, the inclusion of certain resources (and not others), tangential research, etc. Videos will be shared via a specified discussion board and the entire class will then spend a week watching the videos and providing feedback, questions, answers, etc. Full details on the requirements for this assignment will be provided before February 1. Due dates—Topic posted for approval—Feb. 26/Website Presentation—April 30/Class-wide Q&A—Week 16

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/18-1/22</td>
<td>Introductions; Community Building</td>
<td>To-Do List</td>
<td></td>
</tr>
<tr>
<td>Week 2: 1/23-1/29</td>
<td>Community; Culture, Identity, Libraries</td>
<td>Honma, Hussey, Pawley, Petersen To-Do List</td>
<td>January 24—Intro Video Due</td>
</tr>
<tr>
<td>Week 3: 1/30-2/5</td>
<td>Intersectionality; Reviewing Resources</td>
<td>To-Do List</td>
<td>Class-wide Discussion #1</td>
</tr>
<tr>
<td>Week 4: 2/6-2/12</td>
<td>Privilege In &amp; Out of Libraries</td>
<td>Lipsitz, McIntosh, Roediger, Warner, Wise To-Do List</td>
<td>March 12—First Round of Reviews Due</td>
</tr>
<tr>
<td>Week 5: 2/13-2/19</td>
<td>African American Identities</td>
<td>Alexander, Baldwin, Harris-Perry, Gates (1986), Giovanni, Haley, Holloway, Tatum To-Do List</td>
<td>Class-wide Discussion #2 February 19—Identity Narrative Due</td>
</tr>
<tr>
<td>Week 6: 2/20-2/26</td>
<td>Cont.</td>
<td>To-Do List</td>
<td>February 26—Website Topics Due</td>
</tr>
<tr>
<td>Week 7: 2/27-3/5</td>
<td>Asian/Pacific American Identities</td>
<td>Takaki, Zia To-Do List</td>
<td>Class-wide Discussion #3</td>
</tr>
<tr>
<td>Week 8: 3/6-3/12</td>
<td>Cont.</td>
<td>To-Do List</td>
<td>March 12—First Half Reflective Journal Due</td>
</tr>
<tr>
<td>Week 9: 3/13-3/19</td>
<td>Latinx Identities</td>
<td>Chacón &amp; Davis, Gracia, hooks &amp; Mesa-Bains, Stephen, Yosso To-Do List</td>
<td>Discussion Circle #1</td>
</tr>
<tr>
<td>Week 10: 3/20-3/26</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td></td>
</tr>
</tbody>
</table>
### SLIM Technology Requirements

SLIM has specific hardware, software and network requirements for all students that are specified on the SLIM website at [http://tinyurl.com/SLIMtechnology](http://tinyurl.com/SLIMtechnology). Computer technology is integrated throughout the curriculum, including the use of Canvas, ESU’s learning management system, and use of video-conferencing software. All students must have devices, high-speed Internet access, and current software for home use that makes possible full participation in extensive course assignments.

The ESU financial aid office provides details about possible funding for purchase of computer equipment at [https://www.emporia.edu/finaid/](https://www.emporia.edu/finaid/)

### Grading Criteria

**A note about writing.** As a faculty member, I have high expectations for your writing. It is important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J); therefore, I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.
As this is a professional graduate-level course, graduate-level quality and quantity of work are expected. A grade of “A” is evidence of superior organization, content, analysis, thought or a combination thereof. A grade of “B” indicates that the student has fulfilled the requirements of the assignment. The work is complete and well presented without major flaws in reasoning or content. A grade of “C” or below indicates that work is not acceptable and the student should talk with the professor.

All work, including Canvas postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. **Late work will not be accepted without a written extension from the instructor prior to the due date.** On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.

Assignment grades will be posted in the Canvas grade book throughout the semester. Official, final course grades will be posted in ESU BuzzIn.

### SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
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<tr>
<td>80 - 83</td>
<td>B-</td>
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<tr>
<td>77 - 79</td>
<td>C+</td>
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<tr>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>0 - 69</td>
<td>F</td>
</tr>
</tbody>
</table>

### SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.
This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.
Course Evaluations

Course evaluation is an important part of the process of teaching and learning. SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each and every course. The resulting data is reviewed by the instructors and the Dean, who work together to improve teaching and learning across the whole of SLIM. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center through the Campus Labs platform, and student responses are anonymous (unless students share any identifying information in their comments). Nobody in SLIM has access to individual student surveys at any time, and aggregated data is only made available to instructors at least one week after final grades have been submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university's policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: [disabser@emporia.edu](mailto:disabser@emporia.edu)