

Meredith Browder

## Honors Thesis Progress Log

1-4-18

I met with Dr. Desportes to discuss my project in great length. She pointed me towards resources like the iamdetermined project, The Virginia School of the Deaf and Blind, and the Office of Disability Services (ODS).

2-12-18

I met with Dr. Desportes to check-in on the process of my research. She pointed me to more resources that would be beneficial.

3-1-18

I e-mailed the ODS to secure a meeting with Valerie Schoolcraft (director)

I emailed the VA School for the Deaf and Blind in the hopes that they would meet with me regarding my project. However, they later responded to tell me that they do not take part in any outside projects.

March – April 2018

I began to research campus inclusivity across multiple campuses. This research would be included as related research in my paper.

The ODS director meeting was rescheduled twice due to campus weather cancellations.

8-27-18

I met with Dr. Cunningham to discuss my project. He explained to me that it was important to research and prove which communications method would be the best in order for me to spread my message of inclusivity to the JMU environment and be able to train the greatest amount of people. This is when I began to research methods like websites, videos, and pamphlets to decide which one would be the most effective.

8-30-18

I completed the CITI IRB training and received my certificate. This was needed in order to do the human subject research I needed to do in my project.

10-24-18

I met with two close friends of mine who are blind to discuss my project and how they thought I should reach out to students on campus with disabilities to take part in my project. They told me they would talk to their friends for me and agreed to help proof-read my survey before I send it to the office of disabilities. They also gave me some insight on what kind of problems they have on campus and how I could use different

platforms to make my survey more accessible. Deeper reflections of this meetings are included in my paper.

10-30-18

I determined that a video would indeed be the most effective way to spread my message of inclusivity, so I began to research the different ways to make my video the most impactful. My education background helped with this. I discussed my research with Laura & she pointed me to good resources for my paper.

11-26-18

I met with Valerie Schoolcraft and Kathryn Rathgeber (directors of the JMU Office of Disability) to discuss my project. They provided me with a very helpful pamphlet with information that they provide to the students of JMU of ways that the students on campus can be more accommodating to students on campus with disabilities. They gave me insight to the type of censorship I need to keep in mind when including students on campus with disabilities in my project. We discussed the type of questions I should include in my survey for the students on campus with disabilities and they agreed to send it out to the students they serve on campus. They told me that the most important information for my video would be gathered from students on campus with disabilities and not the rest of the campus, which I agreed with. They also gave me the name of Matthew Lee, a professor on campus who has conducted similar research. They explained the history of the accessibility of the JMU campus and told me how JMU has tried to change the campus to make it more accommodating. They explained that the issue the campus is facing is more of a diversity issue and less of an accommodation issue. We talked about how my project could combat this and make the campus more knowledgeable of the topic and welcoming. They also gave me resources to allow my surveys and final project to be accessible to all students.

On the same day, I also met with the Office of Disability peer access advocates. I explained my project to them and they agreed to proof read and take my survey before it was sent out to the students served under the office of disabilities. They also told me about Disability Awareness Week and we discussed the ways my project could benefit from the different events on campus during that week. Deeper reflection of these meetings is included in my paper.

1-23-19

Keeping my recent meetings in mind, I created my survey questions and submitted them to Laura to edit. After she edited them, I sent them to the Peer Access Advocates to edit.

1-28-19

I submitted an application for IRB approval of my survey.

2-1-19

I received IRB approval for my survey.

2-11-19

I received my edited comments from the Peer Access Advocates. I was very happy that I sent my questions to them before I sent them out to all of the students served by the ODS because they provided vital feedback. They reminded me that the term is “visible impairment” (as opposed to invisible impairment) and not “visual impairment.” They also changed the wording in some places to make my tone more inviting and accepting, and added the question “what would make you feel more included on the JMU campus?” They also told me to make sure that I reiterated that the survey would be anonymous, because I would get better responses that way. They informed me that Disability Awareness Week at JMU was the last week of March, which gave me a timeline of when to publish my video to social media sights. They ask me to share data with them from my survey once it was completed, and I obliged.

2-12-19

I sent my edited and IRB approved survey and cover letter to Brittany Dioszeghy to be sent out to all of the students served by the ODS.

2-15-19

Brittany sent out my survey to all students served by the ODS.

February 2019

Students from the survey began to e-mail me to say that they wanted to take part in my survey, and I began to organize dates that they would be available to film.

I also began my research on effective video-making

March 2019

I began to formulate a script from the responses received from my survey. I tried to touch on everything mentioned by the students and included everyone that I had recruited to be in the video. I also kept what I learned about effective video-making in mind (see paper for deeper reflections). I sent my script to my readers to make edits before filming began.

3-15-19

I filmed the beginning and end of my video on campus. I also filmed all of student A’s parts (since she was unable to attend filming the next day).

3-16-19

I filmed the rest of my video on the QUAD with the help of SMAD major, Kim Stuart.

3-17-19 – 3-25-19

With the help of Kim, I edited my video and added background music, signals, a title, and a conclusion.

3-25-19

I sent my video to my readers for approval.

3-26-19

I published my video on YouTube & shared it on multiple social media platforms (during Disability Awareness Week)

4-4-18

I scheduled a meeting with the orientation office at JMU to propose my video for freshman orientation. I also plan to share with them the feedback that the students served by the ODS gave on their orientation experience.

4-6-18

I presented my research and video at the Virginia Collegiate Honors Council Spring Conference