



# DISABILITY



# SERVICES



# FACULTY

Braille

# HANDBOOK



MONROE COUNTY  
COMMUNITY COLLEGE

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Any updates or additions to this handbook will be posted to the  
MCCC Disability Services Web page at <http://www.monroeccc.edu/lal/faculty.htm>.

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Dear Faculty Member,

MCCC is legally mandated to provide equal access for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act, 2008 (ADA/AA).

This handbook is designed to assist you with providing access for students who have documented disabilities and are registered with our office. These students account for approximately 5% of the college's total student population and are eligible for accommodations provided through our office. This handbook addresses a wide range of topics including:

- Information on the roles and responsibilities of MCCC instructors, students, and the Disability Services Office.
- Resources available to support instructors and students with disabilities
- Course Development strategies that support accessibility
- Federal Mandates for providing equal access for students with disabilities

As the Disability Services Coordinator at MCCC, I look forward to working with you and hope you will find this handbook to be a supportive guide. The Disability Services' Counselors are available to meet with you to answer questions and provide additional information and support.

Best Regards,  
Kris Gerlach, L.P.C.  
Disability Services Coordinator

# DISABILITY SERVICES OFFICE PROFESSIONALS

The Disability Services Office provides equal access for students with disabilities to the college's programs and services. We provide support for our students and faculty while complying with the legal mandates of the ADA/AA and Section 504 of the Rehabilitation Act of 1973.

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# LEGAL OBLIGATIONS

Two primary legal mandates protect students with disabilities from discrimination and ensure that they have equal access to the College and its programs. One of these laws, Title II of the Americans with Disabilities Act (ADA/AA, 2008) clearly describes MCCC responsibilities:

“A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.”

A second federal law, Section 504 of the Rehabilitation Act of 1973, also outlines the college’s obligations:

“No otherwise qualified individual with a disability in the United States....shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

## **What is an “accommodation,” and what makes it “reasonable?”**

Accommodations are modifications to the ways in which things are usually done. The purpose of reasonable accommodations is to provide students with disabilities equal access to participate in the college’s programs and services. In higher education, these modifications are usually made to instructional approaches or to methods of expressing academic knowledge or skills. Thus, this type of accommodation mitigates the impact of a person’s disability on their access to academic content and means of demonstrating their mastery of that content. Federal law expects that such accommodations be offered at MCCC, as long as they are “reasonable.”

An accommodation is generally considered “reasonable” unless it gives rise to one of several specific conditions. Anything that would “fundamentally alter” an academic requirement is unreasonable. This means that a reasonable accommodation does not entail changes to learning objectives, course expectations, performance requirements, or educational goals. Additionally, anything that would impose an undue financial or administrative hardship to the college is not considered reasonable. Finally, any accommodations that would pose a direct threat to health or safety are not considered reasonable. Apart from these exceptions, the college is required to provide accommodations.

The following section of this handbook is designed to give faculty members a clearer view of how academic freedom and federal mandates are defined by judicial law:

## **Academic Freedom**

Academic Freedom is a right, not a legal mandate. It would not be presumed that protection of academic integrity supersedes all other considerations. The right to protect academic integrity, assert such a right as a defense, or deny access to individuals with disabilities belongs to the institution, not individual faculty. (Salome Heywood, 2012). Note the following case law decision:

### **Cohen v. San Bernardino Valley College, supra at 1417-1418**

*“The concept of academic freedom is more clearly established in academic literature than it is in the court. Thus, a review of the case law shows that, despite eloquent rhetoric on ‘academic freedom,’ the courts have declined to cede all classroom control to the teachers. The parameters of academic freedom are not distinct, particularly in relation to the potential conflict with a university’s duty to ensure adequate education to its students.”*

## Personal Liability

In addition to cases involving academic freedom, there have also been several judicial decisions in which people who denied services to qualified individuals with disabilities have been held personally liable.

“Since the issue of whether individuals will be held liable under the ADA is still being judicially debated, faculty members who insist upon taking unilateral action and/or placing themselves directly at odds with institutional policies and mandates, regarding the delivery of services to students with disabilities are taking a risk that many of us would argue is unnecessary and unwarranted.”  
(Salome Heyward, 1998)

### **Howe v. Hull 872F, Supra 72-77 (N.D. Ohio 1994)**

*“An individual may be subject to personal liability under the ADA... To hold differently would allow individuals with both the authority and the discretion to make decisions based on a discriminatory animus to violate the ADA with a degree of impunity not envisioned by Congress.”*  
(Howe v. Hull, 872F, Supp. 72-77 (N.D. Ohio 1994))

## CONFIDENTIALITY

*In order to comply with the ADA/AA, information regarding any student with a disability who is registered with the Disability Services Office should be kept confidential.* While students requesting services in the classroom must disclose their disability and become registered with the Disability Services Office in order to receive accommodations, they are NOT obligated to reveal their diagnosis or the nature of their limitations to their instructors. Some students may choose to tell their instructors but do not wish to discuss the specifics. *Additionally, The Disability Services Office will not disclose any student's disability unless the student has granted written permission.* For these reasons, instructors should conduct accommodation and disability-related meetings in a private location. **Please do not share information about a student with a disability with other faculty, students, or staff.**

## Helpful Hints for Determining Confidentiality Parameters:

### Ask these questions to protect yourself.

- Who is listening?
- What is being discussed? Why is the discussion taking place?
- Where is the discussion taking place?
- How are items discussed and being documented?

### Who is (or could be) listening?

- If the parties to the discussion are school officials and have a legitimate “need to know” there is not a problem. However, this does not include sharing information with other faculty member(s) who may have the student in another class.
- A violation of confidentiality is taking place if others are listening who have no legitimate educational interest.
- If the discussion is taking place in a public place (i.e. teachers’ lounge, hallway), there is a good chance that confidentiality is being violated.

### What is being discussed?

- Information involving directory information (i.e. name/address) cannot be discussed with non-legitimate educational sources.
- Discussion that involves other personal identifiable information that is confidential (disability/ family data) that could allow someone to identify the student should not be discussed.
- Any information that involves rumor, opinion, or hearsay is a violation of confidentiality and the parties have moved from professionalism to gossip.

### Where is the discussion taking place?

- If discussion occurs in a private place (empty room/private office), there is most likely no problem with confidentiality.
- Hallways, cafeterias, and faculty lounges pose a confidentiality breach.

### How are Items Discussed and Documented?

- Mail
- Telephone
- Memo
- Email

# RIGHTS AND RESPONSIBILITIES

## Students, Instructors, and Disability Services Rights and Responsibilities

Disability Services, Students with Disabilities, and Instructors must work together using an interactive process to provide accommodations based on student's documentation, functional limitations, and specific needs. The chart below indicates the specific rights and responsibilities of Faculty, Students, and Disability Services Counselors.

<b>Instructor Rights</b>	<b>Instructor Responsibilities</b>
Right to determine course technical standards	Responsible to provide accommodations as mandated by ADA/AA
Right to determine classroom policies (as stated in syllabus)	Responsible to collaborate with Disability Services in any necessary student situations
Right to question an accommodation if it presents a fundamental alteration to the course or classroom policies	Responsible to follow test accommodation process as stated in Disability Services procedure
Right to request support and information from Disability Services Counselors	Responsible to respond in a timely manner to any test accommodation requests
	Responsible to create accessible formatted course material
	Responsible to maintain confidentiality of records and communication concerning students with disabilities
	Responsible to include the approved ADA/AA statement on the course syllabus.

<b>Student Rights</b>	<b>Student Responsibilities</b>
Right to equal access to the college's courses, programs, services, and facilities	Responsible to initially register with Disability Services and provide appropriate documentation
Right to an individual interview to discuss current impact of disability	Responsible to sign a written release of information
Right to confidentiality of all information pertaining to his/her disability	Responsible to meet with Disability Services Counselor each semester to determine accommodations
Right to request classroom/test accommodations	Responsible to request alteration of accommodations throughout the semester based on disability changes
Right to receive classroom/test accommodations when approved by Disability Services Office	Responsible to follow test accommodation procedure as outlined by Disability Services Office
Right to be notified of class policy/procedure changes to the syllabus	Responsible to meet course technical standards
Right to file a complaint under ADA/AA per MCCC procedure	Responsible to adhere to MCCC Code of Conduct
Right to file a complaint with Office of Civil Rights	Responsible to contact the Disability Services Office if absence is disability related

<b>Disability Services Rights</b>	<b>Disability Services Responsibilities</b>
Right to determine Disability Services Policies based on ADA/AA mandates and case law	Responsible to evaluate documentation of student's disability
Right to develop procedures to facilitate accommodations in a timely manner	Responsible to authorize and coordinate student accommodations
Right to deny or alter accommodation requests if determined to be not within the parameters of the ADA/AA	Responsible to address student and instructor concerns
Right to ask student for additional documentation if an alteration of accommodations is requested	Responsible to coordinate an interactive process between students and instructors to mediate any questions or concerns
	Responsible to provide education regarding the parameters of the ADA/AA to the campus community
	Responsible to maintain the college's academic standards and integrity
	Responsible to provide information regarding policies and procedures to students with disabilities
	Responsible to maintain confidentiality of records and communication concerning students with disabilities



# MCCC APPROVED ACCOMMODATIONS

## **Classroom Accessibility**

In order to receive services, students must provide professional documentation of their diagnosis. The Disability Services Office is responsible for reviewing the documentation and determining whether a student qualifies to receive accommodations and assessing which academic adjustments, auxiliary aids, and/or services will be provided. Before each semester, Disability Services will send an email notice to instructors identifying students who are registered with our office and their approved accommodations. Students must provide written permission each semester in order for Disability Services to provide this notification. This email notice also includes links to brochures containing information regarding specific disabilities. (Appendix A)

Students may request accommodations at any point in the semester but must allow for a reasonable amount of time for Disability Services and instructors to implement these accommodations. Below is a list of typical accommodations. Please note this list is not exhaustive and accommodations are determined on an individualized basis.

## **Permission to Record Lectures**

Students who have a disability that impacts processing information may record lectures as an accommodation for their use only. Students are required to sign a Statement of Understanding, indicating rights and considerations, before utilizing this accommodation. Students use their own equipment such as: tape recorders, Livescribe pens, iPad, or other device. (Appendix B)

## **Communication Access:**

- **Interpreter**—Sign language interpreters are present in the classroom or virtually and interpret what the instructor and others say during class.
- **Remote Transcription**—The instructor wears a wireless microphone that is connected to an off-site transcriptionist. The student is able to read the lecture (on their laptop) in real time and later receives a transcript of the class lecture.
- **FM Amplifying System**—The instructor wears an amplifying microphone directly connected to the students hearing device to enhance the instructor's voice and block out background noise.

### **Special Furniture**

Students may require accessible desks/tables or chairs depending on the impact of their disability. These are coordinated through the Disability Services Office.

### **Classroom Assistant**

Students with physical disabilities may require an assistant in order to participate in a lab practical, computer class, or other campus experiences where they may be limited due to their disability.

### **Personal Care Attendant**

Personal Care Attendants may be used to address the personal needs of a student with a documented disability so that he/she can participate in the college's activities, services, and programs. Personal needs may include transportation to/from the classroom, administering medication, assistance with toileting, dressing, and feeding needs, monitoring, modifying or addressing the student's behavior. The duties of the personal care attendant do NOT include taking classroom notes, proctoring exams or scribing in-class writings. MCCC is NOT responsible to hire or pay for personal care attendants. Students who require a personal care attendant must register with the Disability Services Office and sign a Personal Care Attendant Agreement which outlines the responsibilities of both the student and the attendant. (Appendix C)

### **Service Animals**

Students may use a service animal to assist them in performing daily life tasks, including academic and campus activities. Service animals are permitted in all areas of the college that are open to the public or students. Acquisition and care of a service animal is the sole responsibility of the student. Students who use a service animal are not required to register with the Disability Services Office.

### **Class Attendance and Flexible Deadlines**

When a student has a documented chronic health condition with acute episodes, modifications to class attendance policies and deadlines may be appropriate and should be considered on an individual basis with consultation from the Disability Services Office. (Appendix D)

### **Test Accommodations**

When indicated as an approved accommodation, the student is eligible for test accommodations and may request them at any point in the semester. Once the student has initiated a test accommodation request, the instructor will receive an email from our office to obtain the test conditions.

### **Electronic Form of Textbook**

Students with a qualifying print disability may request textbooks in a format that they listen to or enlarge. The alternative format may include PDF/Word files to enlarge or use with a screen reader, audio books, MP3/WAV files, etc.

### **Preferential Seating**

A student's seat is selected in a location that is most beneficial for his/her learning in the classroom. For example, if a student is very distractible, his/her seat might be placed away from doors or windows which tend to have more distracting activity. If the student has a visual impairment, his/her seat might be placed closer to the front of the room so that the student can more easily access the instructor and visual aids used for instruction (bulletin boards, posters, etc.). A student with a hearing impairment might need a seat closer to the instructor in order to better hear the instructor's voice. If a student has difficulty obtaining preferential seating in your class, please assist them.

## **Vision Equipment**

Students with moderate to severe visual impairments may require the use of magnification equipment. Students can obtain equipment on loan through the Disability Services Office to assist them with enlarging instructional materials including PowerPoints, textbooks, and information written on the board. Available equipment:

- **Read & Write Gold Software** — a customizable easy to use toolbar that seamlessly integrates with familiar applications including Microsoft Word, Internet Explorer, and Adobe Reader allowing students to access the support tools they need from within mainstream software programs.
- **Transformer** — The Transformer is a portable electronic magnifier that allows the user to capture visual displays and view the projected image at a desired magnification level onto a laptop computer.

## **Alternative Print Format**

Alternative format is any format that is different from the existing test. Alternative format may be: large print, colored paper, Braille, color-coded text, audio (reader, tape/ cd, or computer).

## **Captioned Media**

Students who are deaf or hard of hearing will require all media shown in class to have captioning. If the item to be shown is not captioned, please contact the Director of Learning Resources to determine captioning options or to search for alternative solutions prior to the scheduled viewing date. Please provide as much notice as possible due to the amount of time involved if off-campus captioning is required.

## **Scribe**

A scribe is a student (not enrolled in your class) that is hired by Disability Services to write down, or otherwise record, a student's responses. The scribe does not create answers for the student or help the student identify correct answers. The role of the scribe is to take down in writing what is dictated by the student, no more and no less. This accommodation could take place in the Learning Assistance Lab, as a test accommodation, or within the classroom for in class assignments. Sometimes the hired student would serve as a notetaker and scribe. Instructors are notified of a scribe/ notetaker hired for in-class assignments, as this student would need a seat in the class. Students that are hired as scribes are given specific directions and guidelines from a counselor in Disability Services, and services are managed/coordinated by our office as well.

## **Notetaker**

Approximately 100 notetakers are hired by our office to take notes for eligible students during the fall and winter semesters. Notetakers are responsible for writing down the notes and other important information from the class lecture. Notetakers are given specific directions and guidelines from a counselor in Disability Services, and also encouraged to participate in an online training session. Students are generally hired from within the classroom, but occasionally it is necessary to find a student from outside the class. If an outside notetaker is hired, the instructor would be notified, as this student would need a seat in the classroom. Coordination and management of services is conducted by the Disability Services Office.

# TEST ACCOMMODATION PROCESS

The Learning Assistance Lab proctors approximately 100 tests per month during the fall and winter semesters for students with disabilities. If instructors have any questions or concerns regarding test accommodations, they should contact the Disability Services Office.

- Instructors will receive a test accommodation request form electronically via their MCCC college email account. The request will include the name of the specific student, class, date, time, and location in which the test is to be given. The Disabilities Services Office encourages students to submit their test accommodation reservations 3 business days prior to the test/quiz date. Reservations submitted with less than 3 business days' notice may NOT be able to be scheduled in the LAL. If we are unable to schedule the test in the LAL, the college is still obligated per the ADA mandates to provide the approved accommodations.
- Upon receiving the Test Accommodation Request Form, instructors should click on "reply" and fill out all pertinent information on the form and "send". Pertinent information should include if the student needs to return to class, the amount of time the class is receiving to take the test, the conditions of the test, and any additional information about how the test should be administered.
- After electronically returning the above form, it is the instructor's responsibility to deliver the test to the Learning Assistance Lab at least 24 hours before the scheduled test time. If the instructor is confident that the test will retain its readability, it may be faxed to a secure location in the LAL at (734) 687-6056 or emailed as an attachment to [testaccommodation@monroeccc.edu](mailto:testaccommodation@monroeccc.edu). Instructors are responsible for retrieving the test from the LAL/Whitman Center after the test has been proctored. Tests taken in the LAL/Whitman Center are held in a locked cabinet until the instructor or a designated person picks them up. A signature is required when the test is picked up.
- After the electronic reply form has been received from the instructor, the student will receive an email from the Disability Services Office confirming the test has been scheduled. The confirmation will include the conditions of the test, the designated test time approved by a Disability Service Counselor, and any other additional information from the instructor.
- In case of on-site questions/confusion when administering the test, instructors will be contacted by phone or email for clarification. It is the policy of the Disability Services Office to administer all tests according to the instructor's conditions and to schedule accommodated tests as close as possible to the time/date the class is taking the test. Please note, however, if the student has the accommodation of extended time and has a back-to-back class schedule, it may be necessary to adjust the testing time/date for the student to receive the approved extension of time. The Disability Services Office will collaborate with both the instructor and student if this situation occurs.
- Unless the instructor has indicated that specific academic aids may be used or the student has received an accommodation which allows academic aids to be used; no notes, books, calculators, scrap paper, rulers, etc. will be permitted. All students will be monitored while taking tests. Beginning and ending times of the test will be recorded. Any discrepancy that occurs during the test will be written on the form that is returned to the instructor. Dishonesty will result in termination of the test. Disability Services will not reschedule an exam without the instructor's approval.

# TYPES OF TEST ACCOMMODATIONS

## **Extended Time**

Students may be provided extended time to complete a test due to slowed processing or retrieval skills, physical disabilities that affect their ability to write, or disabilities that are exacerbated by time constraints. Disability Counselors determine the amount of extended time by documentation review, past accommodations, and student interview.

## **Test Site**

Some students are only able to perform optimally on tests administered under conditions of near-silence in distraction-reduced rooms. Others may need the use of adaptive equipment or special testing assistants which require tests to be administered outside the classroom setting. Disability Counselors will determine and make arrangements for these students to take their tests in the most optimal location.

## **Reader, Scribe and Testing Assistant**

Some students require a reader, scribe, or testing assistant. These special services are provided in the Learning Assistance Lab. Readers are typically for students who are visually impaired, have specific reading disabilities, or processing difficulties. The test is read exactly as it is written. Scribes assist students who are physically unable to use arms and hands or who have limited fine motor function. They are instructed to write down exactly what is dictated to them by the student ONLY. Testing assistants may also be needed to help these students in hands-on labs or computer exams. Testing Assistants are carefully trained NOT to help the student understand the content or arrive at the answer.

If the student has a question about the exam, an attempt will be made to contact the instructor. If contact with the instructor is not achieved, the student will be instructed to answer the questions(s) to the best of their ability and a discrepancy will be noted on the test administration form which will be provided to the instructor.

## **Special Format**

Some students with visual disabilities may need their test modified in some manner. Often the print on the tests will need to be enlarged. Instructors may be able to facilitate this easily by simply selecting a larger font and printing out a single copy of the test for the student. In some cases, the student may need the test displayed on special colored paper or Brailled. The Disability Services Office will assist in the preparation of such tests. The instructor should remember that extra time will be needed for the Disability Services Office to produce these alternate-format exams.

# BEST PRACTICES FOR INSTRUCTORS

The Disability Services Office is designated to determine and provide appropriate accommodations, services, and auxiliary aids for students with disabilities. In order to implement most accommodations, students, instructors, and Disability Services Professionals must collaborate, communicate, and follow through on commitments in a timely fashion. The following best practices can assist instructors in making this collaboration successful in order to support students with disabilities.

- **Course Syllabus ADA/AA Statement**—The approved statement should be included on the course syllabus and read as follows: “The Americans with Disabilities Act with Amendments (2008) affords students with an equal opportunity to participate in educational courses/programs/services. If you have a disability for which accommodations may be appropriate, please contact the Disability Services Office at (734) 384-4167, located in the Learning Assistance Lab, C 218.”
- **Early Alert Student Referral**—Instructors can refer students at any point in the semester by completing a form on the college’s web site; [http://www.monroeccc.edu/student-services/early\\_alert.htm](http://www.monroeccc.edu/student-services/early_alert.htm) or on the faculty page in WebPal. Please submit a form for any student who is struggling academically, displaying poor attendance, not participating, or could potentially benefit from our services. A counselor will contact the student and offer assistance such as counseling, tutoring, and/or study skills help.

Remember, students are not required to disclose their disability and instructors should never directly ask a student if they are disabled.

- **Technical Standards**—Developing technical standards for your program can assist students with making an informed decision as to whether they are qualified and prepared to meet program requirements. The focus should be on what must be accomplished NOT on how it is accomplished. Technical standards must delineate observable performance criteria that can be readily applied. Many of the health programs at MCCC already have established technical standards. To see an example please refer to the following link: [http://www.monroeccc.edu/health\\_sciences/TechnicalStandardsMCCCNursingProgramOrigFeb2010.pdf](http://www.monroeccc.edu/health_sciences/TechnicalStandardsMCCCNursingProgramOrigFeb2010.pdf)

## Appropriate questions to ask when determining technical standards

- Can it be applied to all applicants/participants?
- Does it establish a skill or ability rather than a medical condition? (example: One who is deaf cannot ....). Standards should not amount to descriptions of impairments or disabilities.
- Does it focus on “what” not “how”?
- Is it a physical, behavioral, or safety standard?
- Where in the program is it tested? (not what is expected on the job)
- Will the standard hold up over time?

## Developing Technical Standards

- Both Policy and practice must support that the standard is essential not just appropriate.
- Relates to:
  1. The core aspects of the program
  2. Academic or program success
  3. Skills necessary to obtain licensure
  4. Safe performance of the skills taught in the program
- Is the standard about?
  1. Technique
  2. Health
  3. Safety
- Exit criteria cannot be used as technical standards
- Consider developing a signed statement “I understand that I will be expected to meet these standards (for all students). Also, include a statement like.... “These are technical standards all students are expected to meet with or without accommodations.” Refer students to the Disability Services Office for accommodation consideration.

\*\* If you or your department would like assistance developing technical standards, please contact the Disability Services Office.

## Accessible Course Content

Lack of effective access to print-based materials is one of the greatest barriers for postsecondary students with disabilities. colleges and universities are legally obligated to provide effective access to all course materials to students with disabilities.

The Disability Services Office at MCCC uses AccessText regularly to provide students with accessible textbooks. AccessText is a conduit between the publishing world and colleges and universities across the country, with a shared mission to ensure students with disabilities have equal access to their textbooks. Some publishers are not proactive in providing accessible textbooks.

Please consider the following publishers, who work with AccessText, when adopting a new textbook to ensure accessibility for students with disabilities:

Cengage Learning  
Charles C. Thomas Publisher  
Pearson Education  
Construction Trades Press  
Dunedin Academic Press  
Planning Shop  
Elsevier  
F. A. Davis Company  
Pyrzczak Publisher  
FIT Publisher  
John Wiley & Sons  
Quintessence Publisher  
Jones & Bartlett Learning  
Kogan Page  
Ramsey Education Solutions  
Labyrinth Learning  
Lynne Rienner Publishers  
The Lampo Group, Inc.  
McGraw Hill Education  
Macmillian Higher Education  
Rosetta Books  
Sage Publications, Inc.  
Sinauer Associates  
Springer Publishing  
W. W. Norton

## **Universal Design**

The intent of Universal Design is to equally benefit everyone by making products, communications, and the environment more usable.

### **General Guidelines for Universal Design/ Accessible Course Development:**

- Provide a comprehensive syllabus with clearly defined course requirements, expectations, due dates, and the MCCC approved Disability Services Statement.
- Announce reading assignments well in advance; students may need time to have their reading materials converted to alternative formats or to complete reading assignments.
- Permit and encourage the use of assistive technology
- Start each class period with an outline of material to be covered that day and briefly summarize key points at the end of the lecture.
- Present new vocabulary and give course assignments in a variety of ways: in lectures, through examples, Brightspace, on handouts, on websites, etc.
- Fluctuate instructional methods by providing illustrations, handouts, and auditory and visual aids.
- Post course content on Brightspace, allowing students to obtain material that might have been missed in lecture.
- Use guided notes to enable students to listen for essential concepts.
- Update course materials based on current events and student interest.
- Give more frequent exams that are shorter in length.
- Develop study guides.
- Allow the student to demonstrate knowledge of the subject through alternate means.
- When in doubt about how much to assist a student, ask him or her.

## **Accommodation Eligibility**

Please remember ONLY students who have registered with the Disability Services Office should receive accommodations. Not all students with disabilities register with our office. If students have not registered, they are not eligible to receive accommodations. Instructors are always free to contact the Disability Services Office to confirm a student's registration and referrals are encouraged through the Early Alert System.

### **Instructor/Student Consultation**

Many students registered with the Disability Services Office have experience advocating for their needs. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology they use. Meeting with students individually can provide instructors with additional insights and helpful suggestions.



**MCCC Approved Accommodations:**

Credit     Non-Credit     Temporary Accommodation

*Acceptable documentation is on file in the Learning Assistance Lab to warrant the following accommodations pursuant to the Americans With Disabilities Act With Amendments (2008) Section 504 of the Rehabilitation Act of 1973.*

**CONFIDENTIAL INFORMATION. PLEASE PRINT AND KEEP FOR REFERENCE.**

Please do not discuss this information with any other faculty, staff, or students.

- Diagnosis/ Impairment Anxiety Student struggles with focus, attention and maintaining concentration.
- Notetaker
- Permission to Record Lectures (recorder provided by student)      Audio Recorded Lecture Policy
- Communication Access       Interpreter       Remote Transcription
- Electronic Form of Textbook (handled by LAL) Student will provide instructor with a microphone for each class
- FM System (Student will bring system to class and explain its use to the instructor)
- Preferential Seating
- Special Furniture (handled by LAL)
- Vision Equipment Classroom Assistant     CCTV     Flipper     Print Enlarger     Window Eyes
- Other \_\_\_\_\_
- Classroom Assistant     Computer     Lab      Other \_\_\_\_\_
- Personal Care Attendant
- Alternate Print Format     Large       Braille      Other \_\_\_\_\_
- Use of Calculator for Classroom Work
- Vocabulary/Spelling Aids
- Class Attendance    Students with Chronic Health Conditions
- Possible Test Accommodations
- Other \_\_\_\_\_

**Please click on the selected link(s) for diagnosis/impairment information:**

- ADD
- AUT
- CAP
- DYS
- EMO
- HEA
- HLT
- IBD
- LD
- MOB
- NEU
- SEI
- SPE
- TBI
- TOU
- VIS

**Please notify Disability Services about any concerns or recurring problems.  
Our staff is available to help you facilitate the student's full participation in your class.  
(734-384-4167)**

**\*\*\*\*\* REQUEST FOR STUDENT ACCOMMODATION \*\*\*\*\***

*I am requesting notification to my instructors as well as any accommodations checked above, for:*

- All Classes       Specific Class(es) \_\_\_\_\_

Student Signature on File (Release My Accommodation Form) Date: \_\_\_\_\_

Disability Services Counselor: Kris Gerlach      Date: \_\_\_\_\_

NURS-105-01	Dawn Lymond
NURS-110-01	Nicole Garner

## Monroe County Community College Audio Recorded Lecture

### Statement of Understanding

1. I understand that because of my disability I have the right to audio record class lectures for my personal use only.
2. I understand that the audio recording is the property of the College and I will not share, publish, up-load or quote the audio recorded material without the consent of the lecturer. This information is protected under federal copyright laws.
3. I agree to turn off the audio recorder when requested to do so by the instructor when personal matters of other students are being discussed.

**I have read and understand the above Statement of Understanding for audio recorded lectures at Monroe County Community College. I will abide by the policy with regard to any lectures I record while enrolled as a student at Monroe County Community College.**

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Print Student Name

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Student Signature

---

Date

---

Disability Services Counselor Signature

---

Date

*\*84.44 of Section 504 of the Rehabilitation Act of 1973 (P.L.93-112, amended P.L. 93-516-1)*

Original – Student File Yellow - Student



# PERSONAL CARE ATTENDANT AGREEMENT

Credit       Non-Credit

\_\_\_\_\_  
Semester

\_\_\_\_\_  
Year

\_\_\_\_\_  
Other

Student's Name \_\_\_\_\_

Student's Phone Number \_\_\_\_\_ Student I.D. # \_\_\_\_\_

Name of Personal Care Attendant \_\_\_\_\_

Telephone Number of Personal Care Attendant \_\_\_\_\_

In accordance with the Americans with Disabilities Act (1990)/Amendments Act (2008), personal care attendants may be used to address the personal needs of a student with a documented disability so that he/she can participate in the college's activities, services and programs. Personal needs may include transportation to/from the classroom, administering medication, assistance with toileting, dressing, and feeding needs, monitoring, modifying, or addressing the student's behavior. The duties of the personal care attendant do NOT include taking classroom notes, proctoring exams, or scribing in-class writings.

It is NOT the responsibility of the college to provide services to meet the personal needs of the student, even on a temporary basis. Students must hire and secure funding for his/her own personal care attendant. In order for the student to have the same independent experience as other MCCC students, it is in the student's best interest to have an impartial attendant who is not a family member or close friend.

The college will allow personal care attendants entrance into the classroom, ONLY when the student has provided adequate documentation that demonstrates the need for a personal care attendant and continues to remain registered with the Disability Services Office. An agreement must be signed each semester for each person acting in this capacity.

I have read and understand the responsibilities regarding a personal care attendant and will comply with these conditions. Failure to comply may result in the personal care attendant's exclusion from the classroom.

\_\_\_\_\_  
Personal Care Attendant Signature/Date

\_\_\_\_\_  
Personal Care Attendant Signature/Date

I have provided the student and the personal care attendant(s) with a copy of "Responsibilities When Using a Personal Care Attendant at Monroe County Community College."

\_\_\_\_\_  
MCCC Disability Counselor/Date

# RESPONSIBILITIES WHEN USING A PERSONAL CARE ATTENDANT AT MONROE COUNTY COMMUNITY COLLEGE

**Duties do NOT include notetaking or proctoring of tests. It is the role of Disability Services to assign these accommodations.**

## **Responsibilities of the Student:**

1. Submit current documentation to Disability Services validating the need for a Personal Care Attendant as an accommodation.
2. Hire and compensate the Personal Care Attendant. Monroe County Community College is not responsible to provide Personal Care Attendants.
3. Prior to the assignment, the student will assure that each personal care attendant has registered with Disability Services.
4. Ensure that if the Personal Care Attendant changes, Disability Services is notified. Each Personal Care Attendant must sign a Personal Care Attendant Agreement.
5. Direct the Personal Care Attendant's activities on campus in accordance to the Monroe County Community College policies, regulations, rules, and procedures and according to the Personal Care Attendant responsibilities listed below.
6. Share and review a copy of your class syllabus with your personal care attendant
7. Develop a back-up plan in the event that the Personal Care Attendant is unable to work and notify Disability Services.
8. Prior to class, communicate with the Personal Care Attendant regarding any assistance you will need.

## **Responsibilities of the Attendant:**

1. Follow the specific directions given by the Disability Counselor.
2. Follow appropriate classroom behavior as defined in the course syllabus, by the instructor, and in the college's Code of Conduct.
3. Follow all applicable college regulations, policies and procedures found at [www.monroeccc.edu](http://www.monroeccc.edu).
4. Allow the student to take responsibility for his/her academic progress. A personal care attendant is not part of this academic relationship. The goal is for the student to independently communicate with their instructor.
5. Act as a quiet observer in the classroom; the learning environment should not be disrupted in any way. Disruptions are considered to be clarifying class information, making requests or asking questions of the instructor.
6. Duties of the Personal Care Attendant may include transportation to/from the classroom, administering medication, assistance with toileting, dressing, and feeding needs, modifying or addressing the student's behavior.
7. The Personal Care Attendant must communicate in a non-disruptive manner, when behavior modification is necessary.
8. Monitor the student's medical equipment (when applicable).
9. Maintain confidential information about the student.



**TO:** Faculty  
**FROM:** Disability Services  
**RE:** Class Attendance and Flexible Deadlines as accommodations for Students with Chronic Health Conditions

This semester, there is a student in your class who is diagnosed with a chronic health condition. When a student has a chronic condition with acute episodes, modifications to class attendance policies and deadlines may be appropriate and should be considered on an individual basis.

**Please note:** If the student can get the information from the book, homework or other ways, and could do well on the exams without benefit of the lecture and interaction, the Americans with Disabilities Act with Amendments (ADA-AA) indicates we cannot penalize him/her for missing classes when the absence is disability related.

The student still needs to meet the essential functions of the class (like everyone else), which may or may not include attendance in the classroom and meeting certain deadlines. In accordance with the ADA-AA, faculty should consider the following questions when determining if attendance or meeting a particular deadline is an essential function.

- Does the course rely on student participation as a method of learning? (consider the percent of overall points awarded for participation)
- Do student contributions constitute a significant component of the learning process?
- What does the course description and syllabus say about attendance and meeting deadlines?

If attendance and meeting certain deadlines are essential functions of the class, then the student must attend and adhere to the attendance policy and meet any deadlines as written in the course syllabus. Examples of a class where attendance is an essential function would be a lab, a language pronunciation course, a discussion-based class, or a class involving several student presentations.

The student also has responsibilities in the accommodation process which include:

- Maintaining regular contact with the instructor throughout the entire semester regarding the status of their condition.
- Notifying the instructor and Disability Services of any absences (in advance, if possible, or immediately after an acute episode).
- Completing any missed work that occurs due to a disability related absence within the stated attendance policy.

**Instructors need to permit make up work when the absence or delay in submission of work is disability related and falls within the parameters of the stated attendance policy and established deadlines. Any absences beyond the stated policy require an individual meeting with the instructor, student and a Disability Services Counselor to assess if the student can meet the essential functions of the class.**

If you have any questions or concerns regarding class attendance and flexible deadlines for students with disabilities, please contact our office at (734) 384-4167. Thank you for your cooperation.

# FREQUENTLY ASKED QUESTIONS

**1) What is a reasonable accommodation?**

Accommodations are modifications to the ways in which things are usually done. The purpose of reasonable accommodations is to provide students with disabilities equal access to participate in college programs and activities.

**2) How do students get registered with Disability Services? How are accommodations determined?**

To receive accommodations not naturally available within the environment, students with disabilities are required to contact Disability Services to meet with a counselor. Licensed Professional Counselors will determine eligibility for services, based on information gathered from the student interview and documentation provided.

**3) Is there a specific timeline students must follow to register with Disability Services?**

Accommodations can be requested at any point during a semester. However, we strongly encourage students to set up accommodations at the beginning of the semester.

**4) How are instructors notified of approved accommodations?**

Instructors are notified of all approved accommodations via the college's email system. If there are any questions or concerns regarding the implementation of the accommodations, instructors should contact the Disability Services Office immediately.

**5) How do I know a student has a disability when there are no physical indicators?**

Many disabilities are hidden. Disability Services will review each piece of documentation provided by a professional who is qualified to evaluate the disability. After documentation is reviewed, Disability Services will notify you of approved accommodations, via your college email.

**6) Should I provide information in my course syllabus regarding students with disabilities?**

Please place the following statement in your syllabus:

Students requesting accommodations in this class, on the basis of a physical, psychological or learning disability should contact Disability Services at (734) 384-4167 or in room C 218, located on the second floor of the Campbell Learning Resource Center.

**7) Can I share information about the student's disability with anyone?**

In order to comply with the Americans with Disabilities Amendments Act (ADA-AA, 2008), information regarding any student with a disability who is registered with the Disability Services Office should be kept confidential. This would include any written notification you receive from our office or conversations with the student or Disability Services Counselors. Please do not share this information with other faculty, students or staff.

**8) How do I refer a student to Disability Services?**

Instructors can submit a student referral to the Disability Services Office by completing the LAL Student Referral Form located on the faculty page in WebPal. A Disability Counselor will contact the student to offer assistance and notify the instructor of the outcome

**9) Will the requirements of a program or my class be modified?**

The format of course content and instructional materials may need to be modified to allow student access. However, all students must meet the essential academic and technical standards required for each class. Behavioral standards must also be met, as defined in the Code of Conduct, stated in the college catalog.

**10) Can faculty be held legally responsible for refusing to provide accommodations?**

Because MCCC receives federal money to support our operations and students' educational experiences, everyone has a responsibility to satisfy obligations of compliance under federal statutes and regulations.

**11) Am I being fair to other students by granting one student accommodations?**

Reasonable accommodations do not weaken academic standards or the overall integrity of the course. Accommodations provide students with disabilities equal access to the classroom and course materials.

**12) Do we prepare students with disabilities for the "real world" by providing accommodations?**

At the postsecondary level, Monroe County Community College is legally required to ensure educational equity and to facilitate the learning process. What may or may not happen in the work world cannot be our responsibility. The educational environment impacts students with disabilities differently than the work environment.

**13) The student has an accommodation of "class attendance"? What does this mean?**

When a student has a chronic health condition with acute episodes, modifications to class attendance policies may be appropriate and should be considered on an individual basis. The student still needs to meet the essential functions of the class (like everyone else), which may or may not include attendance in the classroom.

**14) I have a written "no make-up test" policy, regardless of the reason. Do I have to allow a make-up test as part of a student's accommodations?**

Instructors need to permit make-up work when the absence is disability related and falls within the parameters of the stated attendance policy. Any absences (make-up work) beyond the stated policy require a meeting with the instructor, student, and a Disability Services Counselor to assess if the student can meet the essential functions of the class. It is the student's responsibility to contact the instructor and Disability Services of any absences, prior to or immediately after an incident.

**15) Do I have to accommodate a student with a disability who always turns in late assignments or arrives to class late?**

Students must meet the same academic and behavioral standards as other students, including deadlines and tardiness, unless there has been a prior arrangement based on the student's approved accommodations.

**16) A student is receiving a test accommodation of “extended time”: How much extra time is being given?**

Students with this accommodation generally receive either time and a half or double time, which is calculated based on the amount of test time the class is given. The amount of time allowed depends on the impact of the student’s disability and is determined by a Licensed Professional Counselor in the Disability Services Office.

**17) One of the student’s accommodations is the ability to record lectures. I don’t allow recorders in the classroom.**

One type of auxiliary aid specified in Section 504 of the Rehabilitation Act is a recorder. There are a number of disabilities in which a recorder is an appropriate accommodation. If you are covering sensitive material or have other situations where you do not wish students to record, you may request the student turn off recording devices during that portion of the lecture.

**18) What is Alternative Media?**

Alternative media are class materials that are provided in a different format to facilitate equal educational access for students with various disabilities. Students may request textbooks in a format that they listen to or enlarge. The alternative format may include PDF/Word files to enlarge or use with a screen reader, audio books, MP3/WAV files, etc. Selecting course textbooks from publishers who also offer e-text as an option applies a universal design approach.

**19) What is Universal Design?**

Universal Design is the process of designing products and environments to be usable by all people, to the greatest extent possible, without the need for adaptations or specialized design. If you create accessible instructional materials from the beginning many students, not just those with disabilities, will benefit.



# EVACUATION GUIDELINES FOR PEOPLE WITH DISABILITIES

Evacuating a disabled person yourself is the last resort. Consider your options and the risks of injuring yourself and other in an evacuation attempt. Do not make an emergency situation worse. Evacuation is difficult and uncomfortable for both the rescuers and the people being assisted. Some people have conditions that can be aggravated or triggered if they are moved incorrectly. Remember that environmental conditions (smoke, debris, loss of electricity) will complicate evacuation efforts.

## **In All Emergencies After Evacuation Has Been Ordered:**

- Evacuate people with disabilities first, if possible.
- DO NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire or power failure. If the situation is perceived to be life threatening, call 911.
- Attempt a rescue evacuation ONLY if you feel qualified or the person is in immediate danger and cannot wait for professional assistance. There is a Good Samaritan Law in the State of Michigan.
- Two or more individuals, if available should conduct the evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

## **The following guidelines are general, and may not apply in every circumstance:**

- DO NOT evacuate disabled people while in their wheelchairs. This is standard practice to ensure the safety of disabled people and volunteers. Wheelchairs will be evacuated later if possible.
- Before attempting an evacuation, the volunteer rescuers and the people being assisted should discuss how any lifting will be done and where they are going.
- Proper lifting techniques (e.g. bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to the volunteer rescuers' backs.
- If a power outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light. During business hours, Campus Security should be notified so they can advise emergency personnel.

# GUIDELINES FOR RESPONDING TO PERSONS WITH SEIZURE-LIKE SYMPTOMS

\*\*\*\*\*PLEASE PRINT THIS INFORMATION AND KEEP IT READILY AVAILABLE DURING CLASS\*\*\*\*\*

Seizures are caused by uncontrolled electrical activity in the brain, which usually last from 2 seconds to 2 minutes in duration. Seizure symptoms can include passing out, rigidity, repetitive jerking movements of body, speech difficulties, and eye rolling or fluttering. Injury from falling is the most prevalent consequence of a seizure. **YOUR PRIMARY RESPONSIBILITY IS TO MAKE SURE THE STUDENT IS SAFE AND TO MINIMIZE THE AMOUNT OF TRAUMA TO OTHERS.** [Do not contact the Nursing Department. They are on-campus incapacity of instructors, not to administer medical care] Witnessing a seizure can be alarming, but in most cases the seizure will subside and the student will get back to normal fairly quickly the details of the incident, but be open to encourage/calm students who may appear distressed over the incident.

1. **STAY CALM.** Remove furniture or other articles that may be pose potential injury to student. Help the person to a reclining or side-lying position if possible. Remove eyeglasses if applicable/possible.
2. **Call 9-1-1.**
3. **Call College Security at Ext. 6007 or dial 0.** Ask others who are present to dismiss from the area temporarily until the situation has been handled.
4. Check for medical emergency bracelet if possible so that you can alert emergency medical personnel of listed condition when they arrive.
5. If you have received information that the student has a registered disability and it is possible, **Contact Disability Services at Ext. 4167.** Counselors can pull the student's file to see if there is additional needed information (including parents, significant other's phone numbers).
6. Allow the seizure to run its course. Do not restrain student.
7. **Do not put anything into the student's mouth.** A seizing student cannot swallow their tongue and you are likely to injure the student by placing something in his/her mouth.
8. When the jerking motions stop, have the student lay on his/her side. It is not uncommon for someone who has a seizure to vomit. This will help prevent the student from choking. Let the student rest in this position until he or she regains consciousness.
9. When the student regains consciousness, he /she will likely be confused or disoriented. Reassure the student that he/she is safe and help is on the way. **Do not give the student anything to eat or drink.**

## WHEN FIRST RESPONDERS ARRIVE:

- Only the MCCC professionals should give out information. Protect confidentiality of student.
- The FIRST RESPONDERS will decide the level of care recommended. In many cases, they will recommend transporting of the student to the hospital. Expect, when conscious, some students will refuse transport. (Transporting is an expense to be borne by the individual. Even more serious from the student's perspective is that hospitals must report seizures. In Michigan, if the student drives he/she will lose his/her driver's license for a minimum of six months.) It is the student's right to refuse medical care despite what any MCCC professional might believe is in the best interest of the student.
- After the emergency personnel leave, invite other students to return to classroom. Do not discuss the details of the incident, but be open to encourage/calm students who may appear distressed over the incident.
- Follow up by completing the MCCC Risk Management Incident Report as soon as possible. Report form may be obtained from MCCC Security, Division Offices, or Switchboard.

# INFORMATIONAL LINKS

<http://www2.ed.gov/about/offices/list/ocr/index.html>

Department of Education Office of Civil Rights

<http://www.ada.gov/>

Americans with Disabilities Act

<http://www.dol.gov/oasam/regs/statutes/sec504.htm>

Section 504 of the Rehabilitation Act of 1973

<http://www.michigan.gov/mdcr/>

Michigan Department of Civil Rights

<http://www.ahead.org>

AHEAD – Association of Higher Education and Disability

<http://www.washington.edu/doit/programs/accesscollege/faculty-room/overview>

Access College

<http://www.a-pdf.com/ocr/>

Scanned PDF OCR Program

<http://webaim.org/techniques/alttext/#basics>

Alternative Image Text

<http://www.slidetalk.net/>

Convert PowerPoints into Talking Slides

<http://webaim.org/>

Organization with the Goal of Helping Make Web Content More Accessible

<http://www.w3.org/WAI/training/accessible>

Making Presentations Accessible

<http://www.udlcenter.org>

National Center on Universal Design for Learning

# RESOURCES USED IN THE COMPILATION OF FACULTY HANDBOOK

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