

SERVICES FOR STUDENTS WITH DISABILITIES

Faculty Guidelines and Resources



Be bold. Be a Viking.

Center for Access and Assitive Technology
Room 130 Siek Campus Center // (518) 629-7154



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Siek Campus Center, Room 130 (518) 629-7154

**Hudson Valley Community College
Center for Access and Assistive Technology
Faculty Guidelines and Resources**

Purpose of these Guidelines and Resources:

The purpose of these guidelines and resources is to provide a guide to faculty which will assist them in providing equal access and instruction to all students in their courses. The following pages will provide information which will help you understand the legal basis for providing services for students with disabilities. This guide will provide a clear explanation of HVCC's policies and procedures and how resources and accommodations are determined. It will also give best practices to assist the instructor by saving time, energy and space. One of the primary goals of this resource is to help the instructor understand the wide diversity of students with disabilities and the importance of working collaboratively to meet the college's obligation to provide access to students with disabilities.

The Center for Access and Assistive Technology provides services, auxiliary aids, and accommodations for students at Hudson Valley Community College with documented disabilities. At the same time, The Center for Access and Assistive Technology assists faculty in their responsibilities to ensure all Students have access to classroom instruction. This faculty handbook is a guide to assist you in this endeavor. For the purpose of space and time throughout the manual The Center for Access and Assistive Technology will be frequently referred to as the CAAT.

A message from The Center for Access and Assistive Technology's Director

Hudson Valley Community College (HVCC) is committed to the full and total inclusion of all individuals and to the principle of individual empowerment. HVCC encourages students with disabilities to pursue a college education, and is committed to making every effort to provide an accessible learning and technological environment and support services for those who meet the academic standards for admission. Our college is known for campus-wide commitment to total accessibility for all qualified students. It was in the spirit of this commitment that this manual was written, for through awareness and understanding comes acceptance. CAAT staff is eager to assist any and all staff and faculty of HVCC to more fully provide equal access to the many educational opportunities offered here. This faculty guide is designed to provide you with the resources necessary to assist students with disabilities in their pursuit of equal education at HVCC. You as a faculty member are obligated by law to provide students with disabilities full and equal access to college programs and activities. In addition, you as a teacher and role model can make a positive difference in the lives of your students with disabilities by making your courses more "user friendly". This user friendliness can usually be achieved by making small adjustments in the physical environment, in your written classroom materials, in the oral delivery of your lectures, or in your method of examining student mastery of the material. Making your courses accessible to students with disabilities helps them to fulfill their potential and ultimately to become full contributors to our society.

This handbook provides helpful information for college faculty to assure the access of individuals with disabilities to college programs and activities. It is not intended to be an all-inclusive guide, but will hopefully provide faculty members with some practical suggestions for instruction for students with various disabilities. We hope this handbook will increase your awareness of the difficulties faced by these students and that it will answer questions of how to accommodate their disabilities without compromising the learning experience.

We encourage you to contact us if you have questions about this document or any other accessibility issues. We will be happy to provide additional guidance beyond that which this handbook provides.

DeAnne Martocci
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HUDSON VALLEY COMMUNITY COLLEGE MISSION STATEMENT

The Hudson Valley Community College's mission is to provide dynamic, student-centered, comprehensive, and accessible educational opportunities that address the diverse needs of the community.

The college aims to achieve this mission through the following goals.

- To enhance and promote excellence in teaching and learning.
- To develop and support a student centered collegial environment.
- To promote the integration of pluralism within the college community.
- To create and sustain a technological environment that is supportive of academic and administrative needs.
- To maintain and improve administrative services.
- To develop and foster beneficial relationships with the community.

Disability Mission Statement

The mission of the Center for Access and Assistive Technology at Hudson Valley Community College is to provide a comprehensive learning environment that promotes self-awareness and independence in a welcoming, supportive and technologically accessible educational setting.

Our goal is to ensure students with disabilities the same opportunities to fully participate in all programs and activities provided by the college.

The center is also committed to promoting access and awareness as a resource to all members of the community.

CENTER FOR ACCESS AND ASSISTIVE TECHNOLOGY

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MANDATES

There are two legal mandates that protect students with disabilities from discrimination and ensure that they have equal access to all aspects of college life. These laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

OVERVIEW OF THE LAWS PROTECTION PERSONS WITH DISABILITIES

The Individuals with Disabilities Education Act {IDEA} of 1990 (PL94-142)

This legislation mandates that all children regardless of disability, are entitled to a free and adequate education through graduation from high school or age 21, whichever comes first. The effect IDEA has had on higher education is obvious. With more access to elementary and secondary education, students with more varied and complex disabilities have been pursuing higher education in increasing numbers.

The Rehabilitation Act of 1973

Title V of the Rehabilitation Act of 1973 is generally regarded as the first "civil rights" legislation for persons with disabilities on the national level. Subpart E of Section 504 is significantly important to the post-secondary community. It reads:

"No otherwise qualified person with a disability in the United States ... shall, solely on the basis of a disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance."

This includes, but is not limited to, students who have a physical or mental impairment which substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, has a record of such an impairment, or is regarded as having an impairment.

Section §504 is a program access statute. It requires that no otherwise qualified person with a disability be denied access to or the benefits of, or be subject to discrimination by any program or activity with HVCC. While Subpart E does not require that special educational programming be developed for students with disabilities, it does require that an institution be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the participation of students with disabilities in the same programs and activities available to non-disabled students.

Under the provisions of Section §504, colleges and universities may not:

Limit the number of students with disabilities admitted.

Make pre-admission inquiries as to whether or not an applicant is disabled.

Use admission tests or criteria that inadequately measures the academic level of blind, deaf, or otherwise applicants with disabilities, because special provisions were not made for them.

Exclude a student from a course of study.

Counsel a student with a disability toward a more restrictive career.

Measure student achievement using modes that adversely discriminate against the student with a disability.

Institute prohibitive rules that may adversely affect students with disabilities.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act is a federal civil rights law enacted on July 26, 1990. It is intended to integrate persons with disabilities into every aspect of society. It is viewed as a "bill of rights" for persons with disabilities and builds upon many state and federal laws including section §504 of the Rehabilitation Act of 1973. The ADA prohibits discrimination on the basis of disability, and provides for entitlement "in the full and equal enjoyment of goods, services, facilities, privileges, advantages or accommodations of any place of public accommodation by any person who owns, leases, or operates a place of public accommodation".

The ADA protects any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or is regarded as having, such an impairment. As with Section §504 of the Rehabilitation Act, the key components of this definition are:

Physical or mental impairment: substantially limits, a major life activity.

Physical or mental impairment: In order to fall within the guidelines of the ADA, a covered impairment must be a physiological or mental disorder.

Substantially limits: An impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of the activity.

Major life activity: Examples of the kind of activities that would be considered "major life activities" include, but are not limited to: walking, seeing, speaking, hearing, breathing, learning, working, or performing manual tasks.

A "qualified person with a disability" is defined as one who meets the academic and technical standards requisite to admission or participation in the college's program and activities. This includes, but is not limited to, students with any of the following disabilities:

AIDS	Cancer	Hearing Disability
Mental retardation	Orthopedic impairment	Speech impairment
Cerebral Palsy	Heart Disease	Muscular Dystrophy
Perceptual impairment	Substance Abuse	Diabetes
Epilepsy	Learning Disabilities	Multiple sclerosis
Psychiatric illness	Visual impairment	

*The ADA excludes people who currently use illegal drugs from its protection, but prohibits discrimination against individuals recovering (non-active) from addiction. In order to encourage individuals to end substance abuse, the ADA provides civil right protection for individuals who have successfully completed rehabilitation.

Under the ADA, which draws heavily on Section §504, colleges and universities are prohibited from discriminating against a qualified person with a disability in all aspects of academic life. This means that colleges and universities must provide necessary auxiliary aids and academic adjustments to accommodate the known physical or mental disabilities of an otherwise qualified individual.

Such modifications for students with disabilities could include:

Extending the time permitted to earn a degree.

Modifying teaching methods and examinations to meet the needs of students with disabilities.

Accepting assignments in an alternative format, such as an oral report in lieu of a written paper.

Developing course substitutions.

Allowing the use of such learning aids as tape recorders, word processors, and pocket spellcheckers.

The institution is under no obligation to assure the success of students with disabilities in higher education, only to assure that such students have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements.

The college needs to keep in mind that all programs conducted by the college are covered by Section §504

-grant funded programs, off-campus programs, continuing education programs, college in the high school, work force development, etc. The programs and activities, when viewed in their entirety, must be readily accessible to and usable by people with disabilities.

Provided below are some general ADA guidelines to protect individuals against discrimination based on disability.

A qualified individual with a disability must be provided access to programs, activities and services which are offered to others.

A qualified person with a disability must have an equal opportunity to participate in or benefit from that which is offered to others.

Programs, activities, services and accommodations for persons with disabilities cannot be separate or different from those provided to other individuals, unless necessary to achieve equally effective services. Programs, activities, services, and accommodations must be provided to an individual with a disability in the "most integrated setting" appropriate. If you find it necessary to set up separate or different programs, activities or services for persons with disabilities to achieve an equal effect, you must still allow them to participate in existing programs if they are capable and desire to do so.

Standards, tests, criteria or methods of administration that have the effect of discriminating on the basis of disability may not be used.

Equal programs, activities, services, and accommodations may not be denied to anyone because he/she is associated with or related to an individual with a disability.

Eligibility criteria cannot screen out or tend to screen out individuals with a disability unless such criteria can be shown necessary for the programs, activities, or accommodations being offered.

Individuals with disabilities may not be charged extra for the costs incurred in barrier removal, alternatives to barrier removal, reasonable modifications or the provision of auxiliary aids to make the college accessible and usable.

In summary the ADA and Section §504 require:

Essentially, these acts require that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against animals (in the case of service dogs) for students with visual impairments. Other less obvious examples might include extending time limits on exams for a student with a learning disability or allowing lectures to be tape recorded when disabilities impair a student's ability to keep up with the lecturer. Occasionally, a course requirement may need to be substituted (e.g. and art appreciation elective vs. a music appreciation elective for a student with a hearing impairment). Classes enrolling students with mobility impairments may need to provide special services such as registration assistance, interpreters for the hearing impaired, mobility assistance or specially proctored examination arrangements.

The key is accommodating the disability, NOT altering the course content. With the exception of removing architectural barriers, no set formula exists for making adjustments. For example, a computerized registration procedure may provide easy access to students with hearing impairments or mobility difficulties, but may pose problems to students with certain types of learning disabilities or visual impairments. In the classroom, a student who has difficulties in reading due to a learning disability or visual impairment may experience problems with taking written tests. A student with mobility impairment may experience problems requiring an additional allotment of time on an examination. Thus, the adaptation will be specific to the needs of the individual student. In every case, the intent is to accommodate the disability without altering academic standards or fundamental nature of the course.

The law requires that an instructor adapt the course presentation to meet the unique needs of the student's disabling condition. However, adaptations, of course procedures are not solely the instructor's responsibility. The student bears responsibility to make his or her need for reasonable accommodations known and to meet instructors' expectations for performance and work standards in classroom procedures

with or without accommodations. The institution and student must work cooperatively to assure reasonable accommodations are available in order to prevent discrimination due to a disabling condition. Topics that generally need to be addressed with any student with a disability include test-taking and note taking procedures (for students with learning disabilities, visual impairments, and mobility difficulties), reproduction of written materials and visual aids (for students with visual impairments and learning disabilities), and lecture procedures (for students with hearing impairments and certain learning disabilities).

In our efforts to provide appropriate services, the CAAT works to make sure services are in compliance with the law. At the same time, we are available to assist you in making sure that your efforts as instructors of students with disabilities are also consistent with the law. The CAAT maintains a close and collaborative relationship with the ADA Coordinator's Office to ensure compliance.

WHO IS ELIGIBLE FOR ACCOMMODATIONS?

Disability services at the college level are very different from those at the high school level. The basic difference revolves around the laws that govern the provision of services and the student's level of responsibility. In high school it is the schools responsibility to ensure that the student receives appropriate accommodations. When students enter college, the burden of responsibility rests on their shoulders, not the college's. Students must self-identify and request services **each** semester. Students who choose not to self-identify and request services cannot expect the college to automatically know they need accommodations or even provide them.

After a student enters college, the special education services that he/she may have been entitled to in the K-12 setting ends. A student's rights in college are to receive reasonable accommodations to enable the student to access an education, not the education itself. Unlike elementary and secondary education which is constitutionally protected, attending college is a privilege. However, if a student with a disability is qualified for admission to our college, then he or she is entitled to the civil rights protections bestowed by the Americans with Disabilities Act (ADA) and Section §504 of the Rehabilitation Act. The college's responsibility is to guarantee access, not success.

Under the ADA, a person with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities. A qualified disability is defined by the student's documentation.

ELIGIBILITY FOR RECEIVING ACADEMIC ADJUSTMENTS/AUXILLIARY AIDS

In order to determine whether or not a student needs academic adjustments/auxiliary aids, the student must provide documentation of the disability to the Director of the Center for Access and Assistive Technology. The Director of the Center for Access and Assistive Technology will make a determination whether or not academic adjustments/auxiliary aids are needed. Once this determination is made, the Director will then consult with the faculty member on appropriate academic adjustment/auxiliary aids. To protect the student's privacy, the student is not obligated to discuss the disability with the instructor/faculty, only the needed academic adjustments.

Aids provided must be effective for the individual. The best way to ensure that an auxiliary aid is effective is to consult the individual who will be using the aid before providing it. The college is not required to provide a different or more expensive aid than an individual requests, unless he or she can prove that the aid requested is more effective.

Temporary Disabilities

Under New York State Law, students with temporary disabilities are afforded accommodations as needed on a short-term basis. Typical accommodations for a temporary disability as a result of, for example, a broken arm would include more time on tests or a scribe. A student may be late or miss a class and need assistance. The CAAT can provide some adaptive equipment and support in assisting students with temporary disabilities. A student who has broken their ankle may need to borrow a scooter to get around campus.

Reasonable Accommodations

Reasonable accommodations are designed to level the playing field for students with disabilities. These should not be construed as "special treatment" but may become such if students with disabilities are not held to the same academic standards as other students. Giving students accommodations that far exceed those deemed appropriate by the CAAT could also be construed as "special treatment". For example, it is unnecessary to give exams in open book format, offer unlimited time, not proctor exams (if they are proctored for other students), or modify exams or other class materials, if doing so will not adequately measure the student's competency in the class.

Students with disabilities should not be guaranteed A's or even a passing grade. Students with disabilities are expected to abide by the HVCC Code of Academic Integrity. Those who violate this Code are subject to the same disciplinary process as other students.

WHAT IS AND IS NOT REASONABLE ACCOMMODATION

Reasonable accommodations are designed to assist students with disabilities in obtaining an equal quality access to learning.

Accommodations are not designed to assist students with disabilities obtain greater access to learning than the general population.

Faculty with questions about how to accommodate students with disabilities should always feel free to seek advice from the Center for Access and Assistive Technology.

Examples:

A student presents the instructor with an accommodation form for extended time on tests.

Reasonable: Double the time that the class is allowed to take the test.

Unreasonable: Unlimited time.

A student with a disability has missed 10 out of 22 classes and the instructor's attendance policy states that a student is allowed to miss 3 classes before 10 points will be deducted for each missed class.

Reasonable: Having the student provide documentation to the CAAT as to the cause of the missed classes and negotiating an acceptable amount.

Unreasonable: Just allowing the student to miss those 10 classes and continue missing classes without a grade adjustment.

A student with a hearing disability wants the professor to write down everything he/she says on the chalk board as they're saying it so they can take notes.

Reasonable: The CAAT providing the student with a note taker, and FM system, interpreter or a copy of the instructors lecture notes or a combination of all.

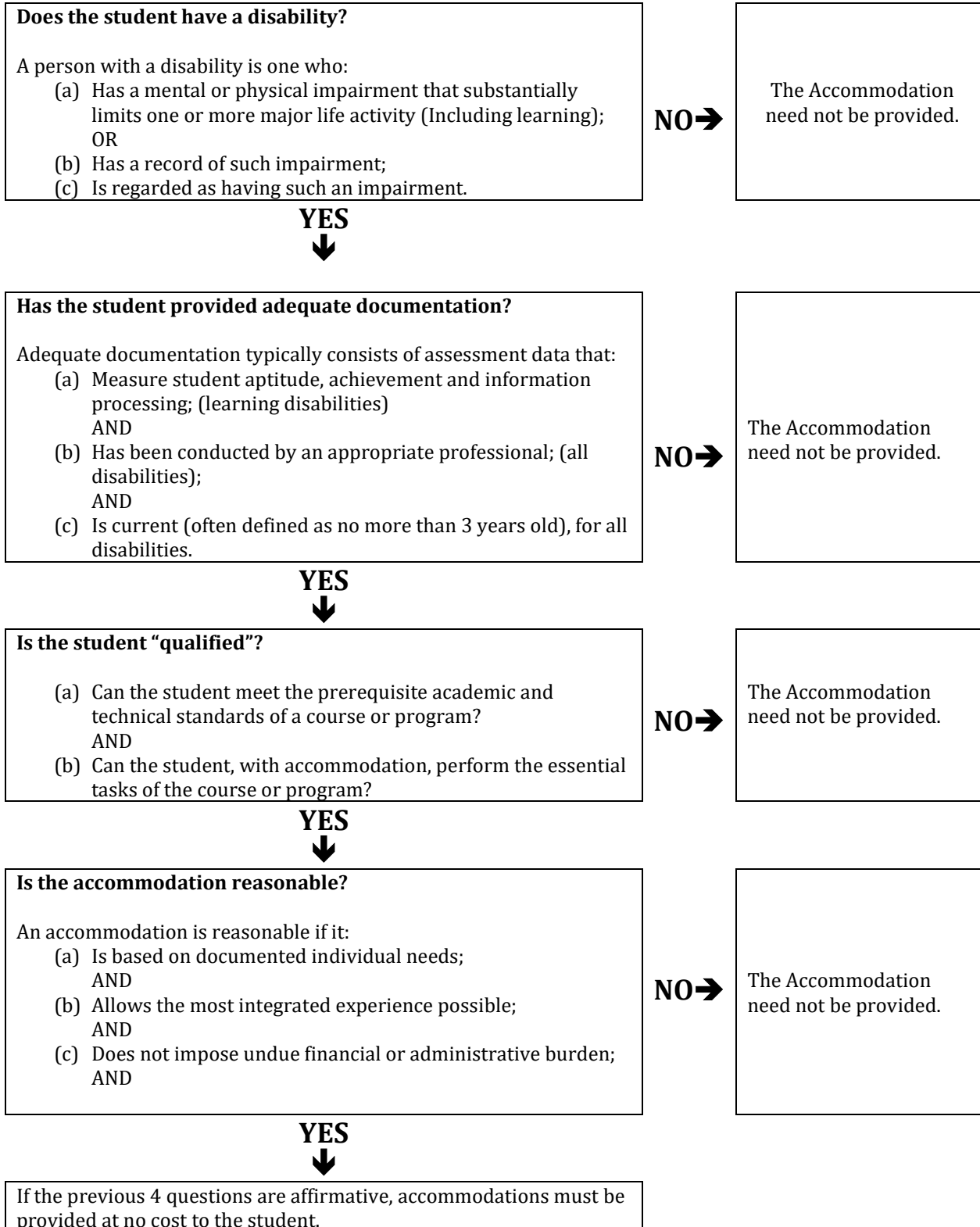
Unreasonable: The instructor writing everything on the chalk board as they're saying it and not being able to interact with the rest of the class because of it.

Direct Threat to the Health or Safety of Others

An accommodation is not reasonable if it poses a direct threat to the health or safety of others. In order to establish a direct threat, the institution must be able to document a substantial risk of significant harm. Concern about direct threat arises most frequently in relations to allied health and professional programs in which the student's ability to provide safe and appropriate quality care is questioned. It should be noted that the mere existence of a disability does not provide evidence of direct threat. Nor does the possibility of a difficulty arising constitute a substantial risk of significant harm. While an institution may be able to make a case for "direct threat" in the instance of a deaf nurse or early childhood education major with limited vision, it would be a hard argument to make for these same students in an English or Philosophy class.

It is important to note that, under the ADA, the direct threat must be to someone else. The individual with a disability has a right to choose to assume the risk to self in the same way that anyone else who participates chooses to assume that risk. An individual who is blind could not be denied participation in a hiking class that covers rough terrain because it is feared that he/she might trip and fall, but it might be appropriate to deny participation to this individual in scuba diving class in which participants are paired up and are responsible for monitoring each other's safety through the visual inspection of valves and gauges.

Accommodations Decision Chart



THE RIGHTS AND RESPONSIBILITIES OF HUDSON VALLEY COMMUNITY COLLEGE

- Has the responsibility to inform its applicants and students about the availability and the range of accommodations.
- Has the responsibility to evaluate applications based solely on their abilities. If an evaluation method or criteria has a negative effect on an applicant with a disability, the college will seek reasonable alternatives.
- Has the responsibility to insure that all of its programs are accessible.
- Has the responsibility to make reasonable adjustments in the instructional method and evaluation system for a course when these have a negative impact on a disability.
- Has the responsibility to provide information to students with disabilities in accessible formats upon request.
- Has the right to identify and establish the abilities, skills, and knowledge necessary for the success in its programs and to evaluate applicants on this basis.
- HVCC faculty has the right to identify and establish the abilities, skills, and knowledge that are fundamental to their academic programs/courses and to evaluate each student's performance on this basis. These fundamental program/course goals are not subject to accommodation.
- Has the right to request and review documentation that supports requests for accommodation. Based on this review, HVCC has the right to refuse an unsupported request if the documentation demonstrates that the request is not warranted or the individual fails to provide appropriate documentation.
- Has the right to refuse unreasonable accommodations, adjustment, and/or auxiliary aid or services that impose a fundamental alteration of a program or activity or places undue burden on the college.

Center for Access and Assistive Technology- Responsibilities

The college's Center for Access and Assistive Technology works to assist all qualified students with disabilities in the pursuit of their educational objectives. We attempt to coordinate the students' needs with services and resources available within our college system, and to ensure accessible educational opportunities for students according to their individual needs. The Center for Access and Assistive Technology builds and maintains partnerships within the university community to build an alliance between the college community as a whole and the needs of students with disabilities. This partnership helps promote awareness of the various needs of the diverse student population, not just students with disabilities.

The Director of the Center for Access and Assistive Technology can be a resource for faculty.

Our philosophy is that the individuals we serve are students first, and their disabilities are secondary. The office strives to coordinate services that will enable students with disabilities to act as independently as possible in a supportive atmosphere that promotes self-reliance. It is the students' choice whether or not they utilize the available services.

The Center for Access and Assistive Technology has the right to deny Testing privileges to any student caught cheating while utilizing this service. Students unable to use this service must make arrangements for accommodations with their professors to take their exams. The Center for Access and Assistive Technology's job is to provide reasonable accommodations. The CAAT has the right to refuse any requested accommodation that is unreasonable and unsupported by documentation.

SHARED RESPONSIBILITY

As employees of Hudson Valley Community College with compliance obligations under federal laws, faculty members assume a shared responsibility in providing reasonable accommodations for students with disabilities.

The College is responsible for the implementation and as employees; faculty are required to adhere to policies and procedures in good faith. There may be considerable fruitful discussion on how disabilities are regarded under the law, but ultimately we all have a responsibility to meet our legal obligations. The primary responsibility for meeting the academic needs of the individuals with disabilities through reasonable accommodations has been assigned to the Director of the Center for Access and Assistive Technology. For students who have provided appropriate documentation to the college regarding accommodations, who elect not to utilize the CAAT alternative testing program and take their exams with their professor, the student and professor must come to an agreement on how accommodations will be met.

Professors who have students who utilize the CAAT alternative testing program have an obligation to ensure that the exam arrives at the office in a timely manner so that staff can administer the test.

RIGHTS AND RESPONSIBILITIES OF FACULTY

- Right to receive notification in writing, from CAAT, of a student's need for accommodation (Faculty **do not** have the right to access disability documentation or insist that a student disclose the nature of their disability).
- The right to decide if an accommodation request meets the academic requirements of the course.
- Contact the CAAT to clarify student requests for accommodations, academic adjustments, and/or auxiliary aids.
- Responsible for providing reasonable accommodations, academic adjustments, and/or auxiliary aids in a timely manner.
- Meet with students who have provided written notification of their disability via the CAAT and have made a direct request for accommodations.
- Maintain the confidentiality of information regarding disability issues.
- Responsible for altering the form of a testing procedure to measure proficiency in course knowledge based on the ability of the student, not the disability. (There may be an exception when the purpose of the test is to measure a particular skill.)
- Refer students to the CAAT who have requested accommodations but have not yet registered with our office.
- Upon request, provide handouts in alternate formats, such as enlarged print for visually impaired students.
- Upon request, make course material on reserve in the library available in alternate formats for students with disabilities.

RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

Use of the Center for Access and Assistive Technology is not a right, but a privilege. It is the college's responsibility to provide reasonable accommodations. The Center for Access and Assistive Technology is merely a resource to assist students in obtaining those accommodations.

To ensure a student's right to equal access to college programs, activities, and services, students with disabilities have the same obligation as any other student to meet and maintain the college's academic and technical standards. They have the responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary to be effective self-advocates. This includes:

- Provide appropriate documentation of the disability to the Director of the CAAT in order to determine appropriate academic adjustments and services in a timely fashion.
- Making contact with individual faculty members to obtain syllabi and lists of course materials in order to request materials in an alternative format.
- It is the student's responsibility to provide their instructors with accommodation letters received from the CAAT.
- It is the student's responsibility to discuss with the instructor the need to deliver tests prior to the testing date that they have signed up for.
- It is the student's responsibility to inform the CAAT of an upcoming exam 5 business days prior to the exam date. Exceptions will only be made due to extenuating circumstances by the Coordinator of Testing.
- Adhering to reasonable deadlines established by faculty for requests for special academic adjustments.
- Making themselves available to faculty or advisors to discuss concerns.
- Having a responsibility to demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
- The student has the responsibility to provide updated documentation related to their disability every three years or if the status of their disability changes within that three year period.
- Having a responsibility to actively participate in the search for accommodations and auxiliary aids. This responsibility extends to working with the institution to seek financial assistance from government agencies and private sources.
- Having the same obligation as any student to meet and maintain the institutions academic and technical standards.

- Right to request reasonable accommodations where a disability may pose a barrier to equal access.
- Right to determine who will receive disability-related materials within and outside the college.
- Right to be evaluated based on their ability, not their disability. If their disability affects the outcome of an evaluation method, they are entitled to an evaluation by alternative means.
- Entitled to an equal opportunity to learn. If the location, delivery system, or instructional methodology limits their access, participation, or ability to benefit, they have a right to reasonable alterations in those aspects of the course to accommodate their disability.

ENCOURAGING DISCLOSURE

Students are not required to disclose that they have a disability. If they wish to receive accommodations while at HVCC, they are encouraged to do so at the time of admission. The application for admission encourages disclosure by asking applicants if they would like information on services for students with disabilities.

As a faculty member the best way to encourage students to disclose if they have a disability is to include a statement on all course syllabi. The following is an example of the statement which should be included on all course syllabi:

In compliance with the Americans with Disabilities Act of 1990 and with Section 504 of the Rehabilitation Act, Hudson Valley Community College is committed to ensuring educational access and accommodations for all its registered students, in order to fully participate in programs and course activities or to meet course requirements. Hudson Valley Community College's students with documented disabilities and medical conditions are encouraged to access these services by registering with the Center for Access and Assistive Technology to discuss their particular needs for accommodations. For information or an appointment contact the CAAT, located in room 130 of the Siek Campus Center or call 518-629-7154/TDD: 518-629-7596.

CONFIDENTIALITY

All students, including students with disabilities, have rights under FERPA and the laws referred to above. The faculty is encouraged to refrain from making any statements or creating the implication that qualified students with disabilities, as a group, are any different from the general student population.

What is FERPA? Family Educational Rights and Privacy Act;

FERPA is the Family Educational Rights and Privacy Act. FERPA protects the privacy of student education records.

Please refer to the college catalog, college website or the registrar's office for more information.

What are the Rules Regarding Confidentiality?

Disability related information should be treated as medical information and handled under the same rules of confidentiality as is other medical information.

Persons with disabilities must provide comprehensive documentation from an appropriate source to establish the existence of their disability and their need for accommodation or consideration.

Disability related information should be collected and maintained on separate forms and kept in secure files with limited access.

Disability related information should only be shared on a limited basis within the institutional community. It may be shared only when there is a compelling reason for the individual seeking information to know some specific aspect of this confidential information.

Why are these rules so strict?

Some disability related information is clearly medical in nature, while other disability related information is not. The federal statutes regulating persons with disabilities hold the promise that they will provide no lesser level of protection for any one individual, or class of individuals with disabilities than they do for another. Therefore all disability related information must be guarded closely and protected equally, regardless of the nature of the disability.

If an individual has a disability that has strong societal impact today (for example, AIDS, epilepsy, or a history of psychiatric illness) it is easy to understand why it is important to protect the privacy of that individual by handling this information in a highly confidential manner. It is just as important to handle other disabilities in a highly confidential manner. Just because you can see that a person using a wheelchair has a disability or a Blind person is using a Seeing Eye dog, doesn't make their information any less confidentially important.

Six Main Service Areas and Your Involvement with Them

The CAAT collaborates with students with documented disabilities and their instructors to provide reasonable accommodations, auxiliary aids, and support services that are based upon documentation, functional limitations, and a collaborative assessment of needs. Students are taught to use advocacy skills to request authorized accommodations specific to class needs and personal preference. The CAAT may not be able to meet all personal preference requests but does provide reasonable accommodations/auxiliary aids. Students need to be involved in service decisions and request accommodations. Instructors are involved in a myriad of ways, i.e. assisting students in arranging for note takers, helping to facilitate the exam taking process, and collaborating with students and CAAT staff to make sure their textbooks are converted to alternative media when needed. Clearly, students, CAAT staff, and faculty need to work together to ensure access to the classroom and learning.

Note: CAAT does not provide personal assistance or equipment, i.e. homework assistance, typing, personal laptops, or personal aids.

There are six main service areas at the CAAT. They include:

- Exam Accommodations
- Assistive Technology Support
- Sign Language Interpreting
- Advocacy Skills Development
- Note Taking Assistance
- Auxiliary Aids Staff Support

1. Exam Accommodations

The CAAT works with students and their instructors to create an exam situation that emulates the class as closely as possible and yet allows students to use the needed exam accommodation(s) necessary to help level the playing field.

Instructors are critical partners in the collaborative process to ensure that students get appropriate accommodations for their exams. Any student who requests an accommodation, is required to provide the faculty member with their Academic Accommodation Form. After receiving the form, students who request exam accommodations from you will ask you to deliver the test to the CAAT. The student is required to give the CAAT 5 business days' notice that they have an exam to be scheduled. The student will sign up for the exam with the CAAT. Instructors are not allowed to sign students up for exams. The student must sign up for the exam

personally and request all needed accommodations. Please communicate with the student specific dates of exams. Please ensure that the exam arrives at the CAAT on time, along with a completed Exam Proctoring Checklist Form, for the student to take the exam. Please make arrangements to pick up the exam when it is completed. **For additional details, please refer to the CAAT publication entitled: Policies and Guidelines – Alternative Testing Services for Students with Disabilities.*

What information do I need to give the CAAT about the exam?

Name of student taking the exam.

Date and time of the exam

Any special considerations (i.e. allowed calculator, open notes, open book).

Whether you will be picking up the exam or have the student deliver it to you.

The Center for Access and Assistive Technology does not deliver exams or utilize inter office mail for delivery or receipt of exams.

Exam accommodations include but are not limited to:

Extra time, generally double time

Distraction-reduced space

A reader and/or a scribe. (HVCC uses Kurzweil 3000, an electronic reader.

For Students who require a scribe, voice recognition is available or if student needs Scantron filled in they will circle their answer on the test and dictate it to a staff person to fill in Scantron.)

Optilect enlarges print

Exams converted to electronic formats

Computers

Additional assistive technology

Adjustable tables

Enlarged-print exams

A sample of the Academic Accommodations Form and Exam Proctoring Checklist are provided as a reference on the following two pages.

Center for Access and Assistive Technology

ACADEMIC ACCOMODATIONS FORM

Student: _____ ID#: H00 _____ Semester: _____

In accordance with Section 504 of the Rehabilitation act of 1973, and the Americans with Disabilities Act of 1990, this student is receiving support services from the Center for Access and Assistive Technology (CAAT). The following accommodations have been recommended and reviewed by the student. He/she has agreed to meet with you in order to discuss the accommodations that may be used in your course. CAAT will provide testing accommodations and students may contact the CAAT (629-7154) to make the necessary arrangements. Please keep this information confidential.

Testing Accommodations:

- ___ Extended time for tests and quizzes 2X
___ Distraction reduced location for tests and quizzes
___ Reading aloud for tests and quizzes
___ Directions clarified
___ Record answers directly on exam rather than on Scantron
___ Calculator
___ Writing Assistance
___ Assistive Technology (see below)
___ Other _____

Classroom Accommodations:

- ___ Electronic Textbooks
___ Smart Pen
___ Lab Assistant
___ Interpreting Services
___ Tape Recording Lectures
___ Extended time for in class assignments
___ **Note Taker or copy of instructor's notes*
(*Please see notice below*)
___ Other _____

Assistive Technology:

- ___ Kurzweil 3000
___ Voice Recognition
___ Word Processor
___ Smart Pen
___ Spell Checker
___ Tape Recorder
___ FM System
___ Other _____

Campus Access:

- ___ Special Scheduling
___ Handicapped Parking
___ Other: _____
___ Scooter
___ Emergency Evacuation
___ Other: _____

Comments: _____

CAAT Signature: _____ Date: _____

Student Signature: _____ Date: _____

**NOTICE: If a student's accommodation form requests a "note-taker," please review the following suggestions:

The Professor makes a general announcement to the class - "If there is a student who would like to volunteer to be a note-taker for a classmate, please see me after class."

After class the volunteer note-taker and the student making the request will meet with the professor. The professor will introduce the two students and direct them to meet with DeAnne Martocci, in the Center for Access and Assistive Technology, Campus Center, Room #130. More information will be given to the note-taker once he/she has established contact with the CAAT and DeAnne Martocci.

ABSOLUTELY NO REPHRASING OF TEST QUESTIONS DURING THE TESTING PROCESS!

2. Assisitive Technology

The ATC computer lab is open to all students registered with the CAAT and regardless of disability. Students can arrange individualized training sessions with ATC staff to learn how to use the technology and to advance their skills. All workstations have access to printers, the Internet, e-mail, and word processing programs as found in most campus computing sites.

- **Reading/Writing Enhancement Software:** (Kurzweil 3000, Abby Fine Reader 6.0 Sprint Plus) The ATC computer lab has several programs that are specifically designed to assist users with reading and/or writing learning disabilities. Among the many tools these programs offer is a feature to scan textbook materials into the computer and then have it read out loud, often referred to as text-to speech function. This function can benefit students with various types of disabilities, as it can enhance focus and concentration.
- **Voice Recognition Software:** (Dragon) The ATC has a voice recognition station with software that allows the user to "type" hands-free. The user simply speaks, and the computer types. This is helpful for people who have difficulty typing, who have no ability to type, or who compose thoughts and ideas better orally. Dragon is voice recognition software which does require some training since it takes the computer a few times to learn to recognize each person's specific voice modulations.
- **Screen Magnification Software:** (Zoom Text magnifier/reader) Beneficial to students who are blind or have low vision, screen enlargement programs magnify the computer screen (in part or in entirety) and allow students to see with better clarity and focus.
- **Screen Reader Software:** (Jaws 10.0, Kurzweil 1000) Beneficial to students who are blind or have low vision, these programs read images on the computer screen (including any that are scanned into the computer).

3. Sign Language Interpreting/FM Systems

Students who are deaf or hard-of-hearing can choose one of the following classroom accommodations:

- **Interpreting/Transliterating:** A team of American Sign Language interpreters will interpret/transliterate all academic related activities, i.e. lecture, recitation, lab, study groups. This service is recommended for native signers. Remote interpreting.
- **FM System:** An FM system contains a transmitter with a microphone that the instructor wears and a receiver that the student wears. When the instructor speaks it is transmitted by the transmitter directly to the receiver allowing the student to hear more of what is spoken by the instructor.

The assistance that faculty can provide with these types of auxiliary aids is to help identify a location for interpreters so that they can be easily seen by a student who is deaf or make sure that both the student and transcriber have appropriate seating.

4. Self-Advocacy Skills Development

The Center for Access and Assistive Technology provides individual support and fosters the development of self-advocacy skills. Part of the mission of the center is to provide an environment that promotes self-awareness and independence. The goal of the self-advocacy skill development is for students to obtain skills that will support them in effectively communicating what their distinct needs are, as well as gain knowledge of what they are legally entitled to. The CAAT will work in a number of ways to encourage the development of the skills through 1:1 sessions with students, facilitating small groups; some examples may include role playing with students on how they should communicate with a faculty member or peer, understanding their specific disability, and knowing when and how to ask for help. Self-advocacy for many individuals with disabilities is a new skill as they transition to college. Those coming from a high school setting especially as the parents had often accepted this role, and the student was not involved in the decision-making process. We encourage a collaborative approach, including faculty, student and CAAT staff working together.

5. Note Taking Assistance

Some students need note-takers due to the functional limitations of their disability. They may come to you with a letter from the CAAT asking for assistance in locating a note taker. It is important that you assist the student in finding a note taker by making an announcement in class without revealing the student's name. Ask the student interested in taking notes to see you after class and the student needing the notes, so the student who needs the notes can preview the note takers style to see if they will be able to read the notes . The note taker should then contact the CAAT for further instructions.

Sample Note taking announcement:

"If there is a student who would like to volunteer to be a note-taker for a classmate, please see me after class."

If you continue to have difficulty finding a note taker, contact the student's disability counselor. It is critical that a student who requires note taking services receive this service. Not providing this service is not an option for the CAAT or for you. It is best to collaborate with the student's disability counselor to determine the next step if a note taker cannot be found.

Many faculty and departments have developed web site guided notes. This has been extremely helpful to many students who lack the ability to keep up the pace when taking thorough notes. It may also be appropriate for some students to tape a class.

6. Academic Adjustment/Auxiliary Aid Support

The primary goal of each staff member at the CAAT is to make sure that students with disabilities have equal access to an education at Hudson Valley Community College. Staff can also assist instructors with making decisions about reasonable accommodations, curriculum modifications, class adjustments, and instructional strategies for working with students who have specific disabilities.

Auxiliary aids and academic adjustments include but are not limited to Qualified interpreters or other effective methods of making aurally delivered

materials available to individuals with hearing impairments.
Qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments
Acquisition or modification of equipment or devices.
Other similar services and actions.

Examples of auxiliary aids and academic adjustments

*Testing Accommodations	*Note taking	*Access to a text phone (TDD/TTY)
	*Sign Language Interpreting	*Reading onto tape
*Large print or Braille service	*Course modification	*Course substitutions
	* Assistive listening devices	

****Seven Points to Guide Instructors****

1. Provide accommodations for students with disabilities by collaborating with the student and the CAAT. Although the CAAT is the designated campus office to provide appropriate accommodations and auxiliary aids for students with disabilities, in order for most accommodations to occur, instructors, students, and the CAAT staff must collaborate, communicate, and follow through on commitments in a timely fashion.
2. Include a statement regarding accommodations in your syllabi. This message should state, "If you are a student with a disability and need accommodations, you are welcome to meet with me to discuss arrangements for the accommodations. Students wishing accommodations should register with the Center for Access and Assistive Technology and then provide me with an accommodation form."
3. Meet with students with disabilities regarding disability matters, and maintain their confidentiality. Conduct disability-related meetings in a private location. They may be requesting assistance getting notes or asking you to fill out a proctor sheet, a form used to facilitate taking exams with accommodations at the CAAT. In either event, privacy is essential.

4. Work with the CAAT to provide students print materials, i.e. textbooks, handouts, etc., converted to alternate formats in a timely manner. Students need to get materials at the same time as their peers. Therefore, it is critical that you inform the CAAT about the textbooks you plan to use and all other print materials as soon as you are requested to do so either by a student or the CAAT.

5. Do not feel obligated to provide an accommodation if a student with a known disability has not requested them. In other words, you are not asked to guess or predetermine what a student may need. Students have the right to choose not to use accommodations. On the other hand, if a student asks retroactively to fix a problem because he/she has failed to use accommodations, you are not under any obligation to do so.

6. You are not obligated to provide accommodations if a student with a disability has not given you an accommodation form. Not all students with disabilities are registered with the CAAT. These offices are the only offices designated to review documentation of a disability and determine eligibility for specific accommodations for students. If in doubt, ask the student to provide a letter from the CAAT. Also, if a request for an accommodation is questionable or seems unreasonable, consult with the student's disability counselor.

7. Work with the CAAT to provide individualized accommodations, auxiliary aids, and support services based upon disability documentation, functional limitations, and a collaborative assessment of student needs. the CAAT generally coordinates services for students with disabilities, however if you choose to provide accommodations without making arrangements through CAAT, it is important that you provide appropriate accommodations. Contact the student's disability counselor if you are uncertain what is appropriate.

Feel free to call the CAAT at (518) 629-7154 or to discuss specific situations or need for clarification about these questions and answers.

Frequently Asked Questions

Q: Who is responsible for determining appropriate accommodations?

A: CAAT is the office on campus that determines appropriate accommodations. This office bases decisions upon documentation collected from a student with a disability, the student's functional limitations, and the student's clarification about specific needs and limitations.

Q: How do I let students know that they may be able to receive accommodations if they have a disability without jeopardizing their confidentiality?

A: Instructors can include a general statement at the end of their syllabus stating that students with disabilities, who require accommodations, please register with the Center for Access and Assistive Technology. Once you have registered with that office or if you are already registered with that office please see me after class or during office hours to discuss your accommodations.

Q: Don't I have a right to know what the student's disability is?

A: NO. That information is protected by law. We strive to protect a student's privacy; in some cases (with the student's permission) we will share that information with you to assist you with your ability to make effective accommodations. A student may voluntarily share the nature of their disability with their professors, but are not obligated to do so. If a student chooses not to share that information, professors should not penalize or discriminate against the student for choosing not to disclose.

Q: A student in my class who has a disability has been behaving in a way that is disruptive to the rest of the class. What should I do?

A: No student is allowed to violate the college's code of conduct. You might try having a private conversation with the student, letting him/her know that their behavior is disruptive to the class. You can also talk to the Director of the CAAT. If a student's behavior is violent and causes imminent danger to themselves or others call security immediately.

Q: A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations (they have not given me any accommodation forms)?

A: All students with disabilities seeking accommodations MUST register with the CAAT. Professors in this situation should refer the student to the

CAAT if they wish to have their accommodations granted. If a student has not brought you their accommodations letter they are not entitled to special consideration unless ALL students in the class will be receiving the same special consideration.

Q: A student with a disability has requested that she take an exam at the CAAT. How do I know that my exam will be safe and that the student will get no unfair advantage?

A: The CAAT has developed a systematic and secure procedure for getting exams from faculty and returning them once the student has taken the exam. We have rigid check in and check out procedures for exams, and no student is able to take an exam with appropriate accommodations without authorization. While exams are at the CAAT, they are kept in a locked file. As students are taking the exam, they are monitored. Test studios have windows to enable the staff to periodically view the students while they are taking tests. Any inappropriate behaviors or exam materials are reported back to the instructor.

Q: Students with disabilities ask me to fill out proctor sheets. I have a million things to do. I don't mind if they use exam accommodations, but do I have to fill out that form?

A: Yes. In order for students to arrange for exam accommodations at the CAAT and in order for the CAAT to administer your exam to your student, you must completely fill out the proctor sheets for each student and each test. It is often very helpful to meet with the student during office hours so that you and the person requesting accommodations can complete the proctor sheet together and are in agreement about the arrangements for the administration of your exam. Not only does the proctor sheet help facilitate scheduling and preparing to administer exams with appropriate accommodation, but it also helps the CAAT to administer the exams using your specific requirements for the exam. Example: If you decide to allow the class to use open books and don't put it on the proctor sheet, we cannot allow the student testing with us to use their books, which would result in the student being at a disadvantage to the rest of the class.

Q: Am I required to lower the standards of a required assignment because the student has a disability?

A: No. Standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

Q: I have a student with a disability who is behind in her schoolwork. This student has missed a number of classes and has not handed in several assignments. Although she has taken a midterm and used accommodations, she received a D for the midterm. At this point, she is not passing the class. Do I have a right to fail a student with a disability?

A: The student with a disability has the same right to fail as anyone else. Their work should be equivalent to their peers. It may be a good idea to discuss your observations with this student just as you would with anyone else in your class who is experiencing difficulty.

Q: I have a student who is blind in my chemistry lab. How is he going to participate and be graded in his lab work?

A: If possible, assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner cannot be found, suggest to the student that he needs to contact the CAAT as soon as possible for assistance in getting a lab partner. The speed in making these arrangements is critical so that the student will not fall behind. In most situations, students have made arrangements for a lab assistant prior to classes starting.

Q: Do I have any recourse if I disagree about requested accommodations?

A: If you have concerns about the accommodations a student has been given, it is best to discuss this with the Director of the CAAT.

Q: What does it mean if an accommodation letter states that the student's disability may affect class attendance?

A: The letter notifies the professor that a student's disability may cause him/her to be absent occasionally; however, it is up to the student to work out an arrangement that is agreeable to the instructor . Our office does not support a deviation from an instructors attendance policy which would compromise the integrity of course.

Q: A student in my class who has a disability cannot make it in time to take the test? Should I allow the student to take the test home?

A: The instructor should only allow the student to take the test home if he/she allows all students to take the test home. Students with disabilities should not be given preferential treatment. Instead try to arrange a time where the student can come take the test or you can utilize the CAAT alternative testing program.

Q: What should I do if a student with a disability has a medical emergency?

A: Do the same thing you would do for any student, call security immediately. After the urgency has passed you may wish to notify the Director of the CAAT so he can follow up on the student's wellbeing.

Q: Several of my students are unable to finish their tests on time but don't have a disability. Can I send them over to the CAAT to finish the test?

A: NO. Any student taking an exam in the CAAT must be registered with the CAAT as having a disability. For certain special situations any exception must be approved by the Director of the CAAT.

Q: If a student has extended time as an accommodation, can I give the student the exam in the class and just let him/her take longer than the other students to complete it?

A: The concern with this method is safeguarding the students' privacy. You can arrange for the student to take the exam in your office with extended time if there aren't a lot of distractions (e.g. no phones that might ring, no outside noise from the hallway or other distractions such as loud ticking clock, etc.) and you are sure that you or your teaching assistants can accommodate the student for the full amount of extended time. Otherwise it might be best for the student to take the exam in the CAAT where staff is able to provide privacy, as well as the amount of extended time allowed. We often find it is easier on the instructor to have the student take the test in the CAAT and avoid having the hassle of attending to all those little details.

Specific Suggestions for Instruction

Students with disabilities vary considerably, even those with the same disability. For example:

- Some students with visual impairments have no vision; some are able to see large forms; others can see print if magnified; and still others have tunnel vision with no peripheral vision or the reverse.
- Some students use Braille, and some have little or no knowledge of Braille.
- Students who are deaf are often expected to use sign language; however, some students who are deaf do not use sign language.
- Some students with learning disabilities have difficulty with reading and writing but excel in math. Others can read and write well and perform math problems well, but their pace is below that of an average student.

*Since students with disabilities vary so much, ask them about instructional strategies that might be helpful to them.

Students do not have to tell you the nature of their disability. As you probably already know, most of the students who come to you requesting accommodations have invisible disabilities. Some will choose to tell you, but many may choose not to discuss the specifics of their disability. What they have been instructed to do is self-advocate and make requests for accommodations. Some will want to discuss their disability and not request accommodations. Accommodations may not be needed in every class. Please note that, although a disability is invisible, those who request that you complete a proctor sheet or provide you with a letter verifying a disability or a letter requesting assistance recruiting a note taker have a diagnosed disability. The CAAT has documentation that verifies the disability. The functional impact of an invisible disability may be just as impactful in an academic setting as someone with a more visible disability.

Students with disabilities vary in their academic success. You need to expect that some students with disabilities using accommodations will get A's on every test whereas some may fail every test. Just because a student gets A's doesn't mean that student doesn't need accommodations.

There are often special considerations when instructing students with disabilities. The following good teaching practices may be helpful to all students in the class:

Practice universal design for learning.

Make sure web-enhanced instruction is accessible to all students. If you have questions contact the CAAT and the Distance Learning office.

Collaborate and take responsibility in your role in providing accommodations. Provide opportunities to meet with students, fill out proctor sheets, assist in getting note takers, inform the CAAT of textbooks when requested, provide the CAAT with exams when students need to take exams, and consult.

Be responsive to the needs of students with specific disabilities.

Examples of such situations are:

- Don't turn your back to a student who is deaf or hard of hearing. He or she may be reading your lips.
- If you have a student who is blind, refrain from vague language such as "Look at this" and "Examine that." Use words to describe what you and others see.
- Assist with preferential seating when necessary, and provide students who are blind with orientation to the classroom by describing the physical layout of the room including any obstacles, furniture, lecture position, location of steps, or any low-hanging objects.
- Assist with making arrangements for a room change if the room is inaccessible - let the CAAT Director know the class room needs to be changed and you have a student who needs an elevator in order to gain access to the classroom. Do not suggest to the student to drop the class. Students must have access to all classes.
- Students with disabilities may have additional helpful suggestions. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and the assistive technology that they use. Learning support strategies are helpful to students with learning disabilities, ADHD, head injuries, or other cognitive disorders.

- Particularly helpful are strategies and aids that provide structure. Some examples are a comprehensive syllabus that clearly delineates expectations and due dates; study aids such as study questions, study guides, opportunities for questions and answers; and review sessions to help the student who needs a lot of repetition.
- Be receptive to students meeting with you for clarification during office hours.
- Also, students may ask for assistance in identifying a "study buddy," another student who is willing to meet regularly to review notes, explain complex materials, and provide two-way quizzes.

Be sensitive to disability-related classroom etiquette. For example:

- If a student has a service dog, understand that this is a working animal. They must be allowed in the classroom, but do not feed or pet a service dog.
- Interpreters are in the classroom only to facilitate communication and must not be asked to do other things like run errands, proctor an exam, etc. Speak to the student who is deaf and not to the interpreter. The interpreter will voice student questions.
- Never discuss disability-related arrangements for a student in front of the class.

Be aware of language usage

Affirmative phrases

- *Person who is blind, person who is visually impaired
- *Person who is deaf, person who is Hard-of-hearing
- *Person who has multiple sclerosis
- * Person with epilepsy; person with a seizure disorder

Negative phrases

- *The blind
- *Suffers from hearing loss
- * Hearing impaired
- *Afflicted by MS
- *Epileptic

*Person who uses a wheelchair	*Wheelchair bound, confined to a wheelchair
* Person who is unable to speak; Nonverbal	*Dumb; mute
*Successful, productive	*Courageous (implies the person is a hero or martyr)

If you feel awkward about how to refer to a person with disabilities, your best bet may be to ask the person.

Emergency Procedures

Emergencies such as fires and power outages occasionally occur as well as emergency drills. Instructors and staff should develop a plan of action if they are aware that they have a student with mobility, visual, or hearing limitations in their classroom.

Ultimately, the person with a disability is responsible for his/her own safety in an emergency situation, but it is important that classroom instructors play a role in student evacuation. If you need assistance in developing a plan, contact the ADA Coordinator's Office at (518) 629-8104. The following are some suggestions:

Suggestions for instructors teaching students with Mobility Limitations

In case of fire, individuals with mobility limitations should be directed to the nearest exit. If the class is not on the first floor they should be directed to an area of refuge. This can include a stairway, a classroom adjacent to a stairway with a fire-rated door or walls, or an internal room away from windows. Note the location of the stairway or adjacent room. The student should not block the stairway. This can result in harm to the student and others as people evacuate via the stairway.

- The instructor should alert emergency personnel of the location and need for evacuation of the person with a disability.
- Assist the student with limited mobility to access an area of refuge, and let him or her know you will be contacting appropriate rescue personnel.

- If you have a cell phone and the student does not, leave the cell phone with the student.
- In most instances, do not attempt to carry a person in a wheelchair. You can injure yourself or the student.

Elevator Breakdowns and Repair

When an elevator ceases to operate, contact the Physical Plant Service Center at (518) 629-7356 immediately.

If there is a breakdown of the main elevator and there is a freight elevator available, assist the student in finding the freight elevator. Students sometimes need assistance getting on and off a freight elevator. If you become alert to long-term repair issues with an elevator and you have a student taking a class in an upper-level classroom, contact the CAAT about getting the class changed to another site.

Suggestions for Instructors teaching students with Autism Spectrum Disorders

Autism Spectrum Disorder is a developmental disorder. People with Autism Spectrum Disorder often have unusually strong, narrow interests and above average to superior intellect. These individuals often have difficulty understanding social cues. These individuals may be affected in their ability to understand and respond to the thoughts and feelings of others. They tend not to have a wide range of facial and vocal expression and are most comfortable with predictable routine; conversely they may be quite disturbed by changes in familiar and expected routines. They also may react strongly to loud noises, blinking lights and large crowds as assaults on their senses.

- Provide a detailed course syllabus and adhere to it as closely as possible.
- Use visual supports-graphs, charts, lists and pictures to enhance your lectures.
- Arrange seating away from windows or other sources of distraction.
- Be very concise and direct in your instructions.
- Encourage the student to ask for clarification-rephrase instructions as needed.
- When asking questions in class, allow extra time before expecting a response from the student.

- If there are areas of concern, consult with the Center for Access and Assistive Technology immediately.
- No two students with Autism Spectrum Disorder are alike in terms of how they are affected.

Suggestions for teaching Students Who Are Blind or Visually Impaired

Visual impairments may vary in students from partial loss of vision to blindness. For students with severely impaired vision, advanced preparation for the class will be necessary. It is helpful for the professor and the student to meet before the semester begins in order to review the student's method for obtaining and completing assignments and testing procedures. Once methods are agreed upon, it is the student's responsibility to keep up with assignments, monitor their progress, and inform you when problems develop with these methods. Make sure that all conferences are scheduled in easy to locate places and that the student is notified of any schedule changes.

Guide dogs are a type of service dog. They are a well-trained working tool of the students who use them.

They will not be disruptive in class nor should they be petted or played with while in the harness.

Do not call out the dog's name, it will confuse the dog and think it is being given a command.

Dogs should not be given treats or food without permission from their owners, treats are used in training as reinforcement for desired behavior and the dog may think you are rewarding it for a behavior.

When walking with a person using a guide dog always walk on the side opposite of the dog.

For more information on how best to interact with working dogs visit Guide Dogs of America at <http://www.guidedogsofamerica.org>

Students who are blind or have low vision should already be familiar with their surroundings after mobility and orientation training. They may not, however, be aware of emergency exits.

*Students often tape record lectures or use Braille equipment for note taking, as well as a note taker. Due to this the student may need to sit close to the speaker.

*Please keep in mind that visually impaired students may miss all non-verbal cues unless they are explained by you.

*When using blackboard, projector or handouts please remember that they require oral explanations and you must be conscious of your use of descriptive terms.

*Keep the student informed of any changes in arrangement of furniture or equipment in the classroom, as well as changes in classroom location.

*Providing reading lists well in advance of the beginning of the semester allows students to obtain the material in Braille or on tape from national lending libraries.

*Keep in mind that last minute assignments can present a problem due to preparation, reader scheduling and time required to convert text into accessible format.

*Preplanning will be needed in order to consider adaptation necessary for field trips and internships.

*Testing needs vary with the degree of visual impairment. Extra time may be required to prepare for the test.

*In case of emergencies, alert the student to the nature of the situation. Offer assistance to the student and guide him or her to the nearest emergency exit and away from the building to safety. Some types of emergencies require safety within a building. Depending upon the nature of the emergency, during crisis periods, there may be a lot of commotion and noise. A student who is blind may not be able to orient him or herself as well as in calmer times. Your assistance is critical to their safety.

*A good way of offering assistance to a person who is blind is to use what is known as the sighted guide technique. You do this by offering this person an elbow. The person holds on to your elbow, and you proceed ahead. As you walk, alert the student to where he or she is and inform him or her of any obstacles, debris, doorways, or narrow passages.

Suggestions for Instructors teaching Students Who Are Deaf or Hard of Hearing

The terms Deaf and Hard of Hearing exist on a continuum in relation to a person's decibel loss and manifests differently based on whether the loss is related to nerve deafness, conductive loss or combination of both; as well as whether the loss occurs pre-lingual or post-lingual. Unlike persons with visual impairments, there is no such thing as legally Deaf. A person can have significant residual hearing, yet be Deaf due to the brain's inability or significant difficulty processing sound. A person can also be culturally Deaf, preferring the use of American Sign Language as opposed to speech. Persons who utilize a cochlear implant to aid in hearing are still considered Deaf. The term Hard of Hearing may seem demeaning to the hearing population because of preconceived stereotypes related to aging and hearing loss, but it is the correct terminology, as opposed to the term hearing impaired, which is considered an insult in the Deaf and Hard of Hearing community.

American Sign Language is a historically based elaborate system of signs which has its own grammatical structure, as does the English language. Please face the students when speaking instead of writing on the blackboard and talking at the same time .

Point out the student who is speaking during group discussions, or repeat the question or comment.

A copy of the instructor's class notes would be helpful.

When using movies or videos please check to make sure that they are closed captioned.

Write down any new, unfamiliar or technical vocabulary on the blackboard or give to student in writing ahead of time.

When working with an interpreter in the classroom, address the student not the interpreter.

Do not stand in front of the interpreter.

The interpreter's job is to sign exactly what is said, not to be a tutor or aid to the student.

Students who are deaf or hard of hearing may not hear alarms or other audible warnings. Instructors should inform the student of an emergency. If a student has an interpreter, the interpreter will most likely sign that the alarm is going off. If there is no interpreter, the instructor will need to alert the student that the alarm is going off and the student needs to evacuate the building.

Closed Captioning for Audiovisual Presentations

An increasing number of educational videotapes as well as television broadcasts are being "closed captioned" for deaf and hard-of-hearing viewers. Closed captions are similar to subtitles in foreign language films. Captions appear at the bottom of the screen so the viewer may follow narration and dialogue. The main difference between the two is that closed captions include not only dialogue, but also non-dialogue audio information such as sound effects, and speaker identification.

For students who are deaf or hard-of-hearing, captions are vital to their understanding of audio-visual material. In classroom captioning or sign language interpreting of A V material is not sufficient to allow a deaf or hard-of-hearing student equal access to the material being presented. Captioning and interpreting cannot be provided quickly enough in the classroom to keep up with the rapid pace of most films and other A V material. It is difficult for the viewer to follow a video and watch an interpreter or read captions on a separate screen at the same time. Reading lips is more difficult from a screen as well. Even students who can use lip-reading to follow a conversation will likely require captions when watching films or television.

Finding Captioned A V Materials

When using A V materials in the classroom or as part of a homework assignment, make sure that they are captioned or that a transcript is available. To find out if a video is captioned, look for the "CC" symbol somewhere on the box, or for the phrase "subtitles for the hearing impaired". As a professor, you have more than one option for finding accessible AV to use in the classroom. If the video you were planning to show does not have captioning, contact the media center for recommendations, call the publisher to see if they have a closed caption version or consider replacing it with another video that does. PBS Nova has full episodes available to watch online with captions (Quick Time Format only). Go to <http://www.pbs.org/wgbh/nova/programs/>

Another good online resource for captioned videos, which includes, among other things, a large selection of President Obama's speeches, is available at <http://www.rhinomoon.com>

Very few homemade YouTube videos are captioned. When showing a YouTube video in class, check first to see if it is captioned. To limit the results of a YouTube search to only videos with closed-captions, once a search has been performed click on the "Type" drop-down menu and choose "Closed Captions". This will refine the

search to only videos that have been listed as having captions. *Note: Captions on YouTube videos are not always in English, so be sure and double check before showing a video in the classroom.*

An alternative to YouTube is Overstream (<http://www.overstream.net>) Overstream is a website where volunteers caption YouTube and other online videos. Their content does not necessarily overlap with YouTube, so it's worth checking both websites for video content. If all else fails, contact the CAAT with a captioning request.

Seizures

Most persons who have a seizure disorder are able to control their seizures through the use of medication; however, medical management of a seizure disorder is not always totally effective. Seizures may occur in your classroom. Students with an active seizure disorder will likely speak to you about their seizures and direct you how to respond to the seizure. Some students have unexpected or infrequent seizures.

What to do during a seizure:

- Keep objects away from the individual's mouth
- Cushion the head with an available sweater, sweatshirt, coat, etc.
- Turn the individual on his/her side
- Do not restrain the individual

What to do after a seizure:

- If the individual is disoriented, look for a medical I.D.
- Ask the person to identify self and location.
- If the person is confused, incoherent, or is not able to answer, contact Public Safety at 629-7210 or dial 911.

Instructors and staff should assess the situation and use their best judgment in determining the need for immediate medical intervention. Erring on the side of caution is usually the best course of action when a student is having a seizure.

WEB RESOURCES FOR FACULTY

DO-IT Accessible Web Design

<http://www.washington.edu/doi/Resources/web-design.html>

THE TRACE RESEARCH & DEVELOPMENT CENTER, University of Wisconsin
Designing More Useable Websites

<http://trace.wisc.edu/world/web/#awsg>

National Center on Accessible Information Technology in Education
Access IT Homepage

<http://www.washington.edu/accessit/index.php>

Equal Access to Software and Information (BASI)
Barrier-free E-Learning Course Information

<http://easi.cc>

DISABILITY RIGHTS

The Americans with Disabilities Act of 1990, as amended 2008

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

The Americans with Disabilities Act of 1990, amendments

<http://www.ada.gov>

CAPTIONING VIDEOS

Access IT

NAD: A Promising Practice in Streaming Captioned Educational Video

<http://www.washington.edu/doi/Faculty/>

UNIVERSAL DESIGN

Disability Information and Resources

<http://www.makoa.org/accessable-design.htm>

Disabilities, Opportunities, Internetworking and Technology (DO-IT)
Applications of Universal Design

<http://www.washington.edu/doi/Resources/udesign.html>

USEFUL BOOKS

Students with Asperger Syndrome: A Guide for College Personnel

Lorraine E. Wolf, Jane Thierfeld Brown, Ed.D, and G. Ruth Kukiela Bork, M.Ed.

The Source of Asperger's Syndrome

Timothy P. Kowalski, Linui Systems, Inc.

Succeeding in College with Asperger Syndrome

John Harper, Maria Lawlor, and Michael Fitzgerald, Jessica Kingsley Press

Asperger's Syndrome

Tony Attwood, Jessica Kingsley Press

Working Pragmatics;

Lucie Anderson Wood & Benita Rea Smith, Winslow Press

Asperger Syndrome

Ami Klin, Fred Volkmar, and Sara Sparrow, Guilford Press.

Freeks, Geeks and Asperger Syndrome

John Elder Robinson

Dancing without music: deafness in America

Beryl Loeff Benderly, Anchor Press/Doubleday

Deaf Heritage: A Narrative of the history of Deaf America

Jack R. Gannon, National Association of the Deaf

Educational and Psychological Aspects of Deafness

Richard E. Hardy, Thomas Books

The Other Side of Silence: Sign Language and the Deaf Community in America

Arden Neissu, Gallaudet University Press

Seeing Voices: A journey into the world of the deaf

Oliver Sacks, University of California Press

What's that Pig Outdoors?

Henry Kisor, Hill and Wang

LOCAL AGENCIES SERVING INDIVIDUALS WITH DISABILITIES

AIDS Council of North Eastern New York

927 Broadway Street

Albany, NY 12207

Website: <http://www.allianceforpositivehealth.org>

Telephone: (518) 434-4686

Fax: (518) 434-5786

Capital District Center for Independence

875 Central Avenue, South 4

Albany, NY 12206

Email: info@cdciweb.com

Telephone: (518) 459-6422 (Voice and TDD)

Fax: (518) 459-7847

Center for Autism and Related Disabilities

University at Albany

College of Arts and Science

Department of Psychology www.albany.edu/psy/autism/autism.html

1535 Western Avenue

Albany, NY 12203

Telephone: (518) 442-2574

Fax: (518) 442-4834

Commission for the Blind and Visually Handicapped (CBVH)

Albany District Office

52 Washington Street

Rensselaer, NY 12144-2796

Telephone: (518) 473-1675

Fax: (518) 473-9255

Website: www.ocfs.state.ny.us/main/cbvh

Independent Living Center

49 4th Street

Troy Atrium

Troy, NY 12180

Telephone: (518) 274-0701 (Voice and TDD)

NYS Office of Advocate for Persons with Disabilities

1 Empire State Plaza

Suite 1001

Albany, NY 1223-1150

Telephone: (518) 522-4369 (voice/TIY/TDD)

(518) 473-4231 (TIY/TDD only)

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

80 Wolf Road

Suite 200

Albany, NY 12205

Telephone: (518) 473-8097

TTY: (518) 457-2318

Fax: (518) 457-4562

Website: www.acces.nysed.gov/vr/

Northeast Career Planning
28 Colvin Avenue
Albany, NY 12206

Telephone: (518) 438-3445
Fax: (518) 453-9096
Website: www.northeastcareer.org

NY State Mental Health Association
194 Washington Avenue
Suite 415
Albany, NY 12210

Telephone: (518) 434-0439
Fax: (518) 427-8676
Website: www.mhanys.org

Veterans Administration
113 Holland Avenue
Albany, NY 12208

Telephone: (518) 626-5000
Website: www.albany.va.gov

RESOURCES

General Resources

Association on Higher Education and Disability (AHEAD)

107 Commerce Center Drive

Suite 204

Huntersville, NC 28078

Website: www.ahead.org

Telephone: (704) 947-7779

Fax: (704) 948-7779

Higher education and disability, Section 504, ADA, technical assistance for Association members.

HEATH Resource Center- National Clearinghouse on Postsecondary Education for Individuals with Disabilities

C/O The George Washington University

HEATH Resource Center

2134 G. Street, N.W.

Washington, DC 20052-0001

www.heath.gwu.edu

Educational support service, policies, procedures, adaptations and opportunities at American campuses, vocational technical schools and other postsecondary training entities.

Office of the Americans with Disabilities Act

Civil Rights Division

U.S. Department of Justice

P .0. Box 66738

Washington, DC 20035-6188

Website: www.usdoj.gov/crt/ada/taprog.htm

Telephone: (800) 514-0301

Fax: (800) 514-0383

Information on: ADA technical assistance, disability-related organizations.

United States Department of Education

Office of Special Education and Rehabilitative Services

Information line (800) 872-5372

International resource on information, advocacy, education of a large spectrum of disability issues.

Enable Mart Technology for Everyone

c/o MRN,INC

5353 South 960 East Suite 200

Salt Lake City, UT 84117

Website www.enablemart.com

Telephone: (888) 640-1999

Fax: (866) 487-0410

Career Resources

Ticket to Work Program
Telephone: (866) 968-7842
TDY: (866) 833-2967
Website: www.yourtickettowork.com

Entry Point Project
Laureen Summers
Education and Human Resources
1200 New York Avenue
Suite 653
Washington, DC 20005
Telephone: (202) 326-6400
www.aaas.org/entrypoint

Job Accommodation Network (JAN)
P.O. Box 6080
Morgan, WV 26506-6080
Telephone: (800) 526-7234
Fax: (877) 781-9403
Website: www.jan.wvu.edu

Resources for Individuals with Asperger's and Disabilities on the Autism Spectrum

US Autism and Asperger Association
P.O. Box 532
Draper, UT 84020-0532
Telephone: (888) 928-8476
www.usautism.org

Autism Society
7910 Woodmont Avenue
Suite 300
Bethesda, MD 20814-3067
Telephone: (800) 328-8476

National Autism Association (NAA)
1 Park Ave. Suite 1
Portsmouth, RI 02871
Telephone: (877) 622-2884
www.nationalautismassociation.org

Resources for Individuals with Psychiatric/Psychological Disabilities

Center for Psychiatric Rehabilitation
Boston University
940 Commonwealth Avenue, West
Boston, MA 02215
Telephone: (617) 353-3549
Fax: (617) 353-7700
Email: psyrehab@bu.edu

Supported education, employment programs and general information.

National Alliance for the Mentally Ill (NAMI)
3803 N. Fairfax Dr.
Suite 100
Arlington, VA 22203
Telephone: (800) 950-6264
Fax: (703) 524-9094
Website: www.nami.org

Self-help network, advocacy, education and support groups.

National Mental Health Association (NMHA)
500 Montgomery St., Suite 280
Alexandria, VA 22314
Telephone: (800) 969-6642
Fax: (703) 684-5968
Website: www.nmha.org

Resources for Individuals with Visual Impairments

American Council of the Blind (ACB)
1703 N. Beauregard Street
Suite 420
Alexandria, VA 22311
Telephone: (800) 424-8666
Fax: (703) 465-5085
Website: www.acb.org

General information, referral and advocacy.

American Foundation for the Blind (AFB)
11 Pen Plaza
Suite 300
NY, NY 10001
Telephone: (800) 232-5463 (National- 9am- 2pm EST)
Telephone: (212) 502-7657 (Information Line)
Fax: (888) 545-8331
Website: www.afb.org

Information and consultation on education, rehabilitation, employment and special products.

Light House International
The Sol and Lillian Goldman Building
111 East 59th Street
NY, NY 10022-1202
Telephone: (800) 284-4422
Website: www.lighthouse.org

Information on assistive technology, education and advocacy.

American Printing House for the Blind (APH)
1839 Frankfort Avenue
Louisville, KY 40206-0085
Telephone: (502) 895-2405
Fax: (502) 899-2284
Website: www.aph.org
Email: info@aph.org

Information and publications for individuals with partial vision.

National Federation of the Blind (NFB)
200 East Wells Street
At Jennigan Place
Baltimore, MD 21230
Telephone: (410) 659-9314
Fax: (410) 685-5653
Website: nfb.org

Postsecondary, education, adaptive equipment, referrals and general information.

Learning Ally
20 Roszel Road
Princeton, NJ 08540
Telephone: (800) 221-4792
Fax: (609) 987-8116
Website: www.learningally.org

Not-profit organization which provides recorded textbooks, library services and other educational services to individuals who cannot read standard print because of visual, physical or perceptual disability.

Resources for Individuals who are Deaf or Hard of Hearing

National Institute on Deafness and Other Communication Disorders (NIDCD)
31 Center Drive, MSC 2320
Bethesda, MD 20892-2320
Telephone: (800) 241-1044
TTY: (800) 241-1055
Website: <http://www.nidcd.nih.gov>

General information on programs, services, organizations and publications.

Harris Communication
15155 Technology Drive
Eden Prairie, MN 55344
Telephone: (800) 825-6758
TTY: (800) 825-9187
Website: www.harriscomm.com

Assistive devices for people who are deaf, hard of hearing and deaf/blind.

Hear More
42 Executive Blvd
Farmingdale, NY 11735
Phone: (800) 881-4327
TTY: (800) 281-3555
Fax: (631) 752-0689
Website: www.hearmore.com

Assistive devices for people who are deaf and hard of hearing.

National Association of the Deaf
8630 Fenton Street Suite 820
Silver Springs, MD 20910-4500
Telephone: (301) 328-1443 or (301) 338-6380
TTY: (301) 587-1789
Fax: (301) 587-1791
www.nad.org

Consumer advocacy organization promoting equal access to communication, education, and employment.

Hearing Loss Association of America (HLAA)
7910 Woodmont Avenue Suite 1200
Bethesda, MD 20814
Telephone: (301) 657-2248
TTY: (301) 657-2249
Fax: (301) 913-9413
Website: www.hearingloss.org

Educational organization that provides information about the causes, nature, and complications associated with hearing loss.

Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC)
141 Middle Neck Road
Sands Point, NY 11050
Telephone: (516) 944-8900
TTY: (516) 944-8637
Fax: (516) 944-7302
Website: www.hknc.org

Diagnostic evaluation, short-term comprehensive rehabilitation, personal adjustment training, job preparation and placement.

Resources for Individuals with Chronic Illness

**Chronic illness covers a large group of disabling conditions. This list of resources is abbreviated. The organizations listed below can assist you with finding organizations and contacts that deal with specific chronic illnesses.

Epilepsy Foundation
8301 Professional Place Suite 200
Landover, MD 20785
Telephone: (800) 332-1000
www.epilepsyfoundation.org

National organization that works for people affected by seizures through research, education, advocacy and service.

National Organization of Rare Disorders, Inc. (NORD)
55 Kenosia Avenue
Danbury, CT 06813-1968
Telephone: (203) 744-0100
Fax: (203) 798-2291
Website: www.rarediseases.org

World wide clearinghouse for information on rare disorders; voluntary agency composed of health organizations, scientific researchers, physicians and individuals.

Resources for Individuals with Learning Disabilities

Learning Disability Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
Telephone: (412) 341-1515
Fax: (412) 344-0224
Website: www.ldanatl.org

A national information and referral service.

Orton Dyslexia Society
The Chester Building
8600 LaSalle Road Suite 382
Baltimore, MD 21286-2044
Telephone: (800) 222-3123
Fax: (410) 321-5069

An international scientific educational association concerned with developmental dyslexia, a specific learning disability.

National Center for Learning Disabilities (NCLD)
32 Laight Street Second Floor
NY, NY 10013
Telephone: (888) 575-7373
Fax: (212) 545-9665
Website: www.nclld.org

Learning disabilities awareness, national information and referral, educational programs, and legislative advocacy.

Council for Learning Disabilities (CLD)
11184 Antioch Road
Box405
Overland Park, KS 62210
Telephone: (913) 491-1011
Fax: (913) 491-1011
Website: www.council-for-learning-disabilities.org

National organization that serves professionals who work with individuals with learning disabilities.

Resources for Individuals with Mobility Impairment and Injury Related Impairment

Brain Injury Association of America
1608 Spring Hill Road Suite 110
Vienna, VA 22182
Telephone: (800) 444-6443
Fax: (703) 761-0755
Website: www.biausa.org

United Cerebral Palsy Associates, Inc. (UCPA)
1825 K Street, NW Suite 600
Washington, DC 20006
Telephone: (800) 872-5827
Fax: (202) 776-0414
Website: www.ucp.org

A nationwide network of state and local voluntary agencies that provides services and education for individuals with cerebral palsy and other disabilities.

Mobility International USA (MIUSA)
132 E. Broadway
Suite 343
Eugene, OR 97401
Telephone: (541) 343-1284
Fax: (541) 343-6812
Website: www.miusa.org

The Association for Persons with Severe Handicaps (TASH)
1025 Vermont Avenue, NW
Suite 300
Washington, DC 20005
Telephone: (202) 540-9020
Fax: (202) 540-9019
Website: www.tash.org

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Florida Department of Education. Involving Minority and Isolated Parents in the Education of their Exceptional Children. Florida State Department of Education, Tallahassee, Bureau of Education for Exceptional Children, 1988 ERIC# ED 320314

Hiatt, Evelyn Levesky, and Jeanette Covington, eds. Identifying and Servicing Diverse Populations. Texas Education Agency, Austin, Division of Gifted/Talented Education, 1991 ERIC # ED 340164

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Kroeger, Sue, and Judy Schuck, eds. Responding to Disability Issues in Student Affairs. San Francisco: Jossey-Bass, 1993.

Jarrow, Jane. Multicultural Diversity and Learning Disabilities. Columbus: Association on Higher Education and Disability, 1993

Jarrow, Jane. Subpart E: The Impact of Section 504 on Postsecondary Education. Columbus: Association on Higher Education and Disability, 1992.

Jarrow, Jane. Title by Title: The ADA's Impact on Postsecondary Education. Columbus: Association on Higher Education and Disability, 1992.

Nathanson, Jeanne H., ed. Family Involvement. Office of Special Education and Rehabilitative Services (ED), Washington, DC. 1992 ERIC# 350768

Wright, Tennyson J., Paul Leung, eds. Meeting the Unique Needs of Minorities with Disabilities. A Report to the President and Congress. National Council on Disability, Washington, DC. 1993 ERIC# 357526