



HARFORD
COMMUNITY COLLEGE

Disability Support Services

Faculty Guide on Accessibility

DSS
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Dear HCC Employee:

Disability Support Services is dedicated to helping students with documented disabilities access all of the educational opportunities and services offered by the College. In preparation for the coming year, we at Disability Support Services (DSS) thought that it might be helpful to review a few basics about disability procedures here at HCC. The intention is to help everyone feel informed and up-to-date about access issues.

For more information about disabilities, see website: <http://www.harford.edu/dss> ,or speak with a DSS staff member by calling 443-412-2402 (on campus ext. 2402) or visiting the Student Center.

Thank you.

Sincerely,

Disability Support Services Staff

It is Not All About Equal Access and Accessibility

Harford Community College is committed to serving students who have documented physical, learning, psychological, or other disabilities who wish to pursue academic work. This includes students who have visible and hidden disabilities. Some examples of hidden disabilities are conditions such as cancer, epilepsy, diabetes, lung disease, kidney failure, hemophilia, hypertension, early stages of AIDS, and heart disease. The lawmakers of the American with Disabilities Act (ADA) included people with hidden disabilities under the protection of the law. Further, ADA regulations encourage people with hidden disabilities to disclose their disabilities and seek the full protection of the law.

The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond the College's commitment to fulfill the promise of access. A legal imperative embodied in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act mandates accommodations in education and access to employment, transportation, and public accommodations. The understanding and support of faculty and staff are critical to the process of making higher education more accessible to individuals with disabilities.

This handbook is to provide faculty general guidelines for classroom academic adjustments, auxiliary aids, and/or services for students with disabilities. The need for academic adjustments, auxiliary aids, and/or services can range from a need to change the presentation of materials during a lecture, wearing a microphone for an amplification system to be used by the student, to providing different ways for the student to respond to exam questions. The underlying purpose of these adjustments is to enable students to be evaluated on the basis of their abilities, not their disabilities, as well as provide equal access to information in the classroom.

As you are confronted with some of your concerns, keep in mind that Disability Support Services (DSS) is the office on campus that determines appropriate accommodations and serves as the main point of contact on issues related to ADA compliance for all persons involved in providing class instruction at Harford Community College. Consequently, the information presented in this handbook should be seen as a general guide to faculty and staff in working effectively with students with disabilities.

The Laws That Protect Students with Disabilities and Their Impact on Postsecondary Settings

LEGISLATION

Section 504, ADA, and the Family Educational Rights and Privacy Act (FERPA) protect every student with a disability who participates in higher learning.

Rehabilitation Act of 1973 - Section 504

The Rehabilitation Act of 1973 (Public Law 93-112), Section 504, states, "no otherwise qualified individual with a disability in the United States . . . shall, solely by reason of . . . a disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Implications for Postsecondary Education

Section 504 applies to postsecondary education programs and activities. It designates that:

1. Students with disabilities must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities; including any course, course of study, or activity offered.
2. Rules which limit the participation of students with disabilities in the program or activity may not be imposed. (For example, prohibiting tape recorders and calculators when they have been approved as accommodations in classrooms or service animals in campus buildings.)
3. Academic requirements must be modified, on a case-by-case basis, to afford qualified students with disabilities an equal educational opportunity.

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee in the United States for persons with disabilities. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services. ADA defines a person with a disability as anyone with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he or she has proper documentation of an identified disability from a qualified professional.

Under title II of the ADA, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity. 42 U.S.C. § 12132.

Under title III of the ADA, no person who owns, leases (or leases to), or operates a place of public accommodation may discriminate against an individual on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of a place of public accommodation. 42 U.S.C. § 1218(a)

Under title III of the ADA, discrimination includes the imposition or application of eligibility criteria that screen out or tend to screen out an individual with a disability or any class of individuals with disabilities from fully and equally enjoying any goods, services, facilities, privileges, advantages, or accommodations, unless such criteria can be shown to be necessary

for the provision of the goods, services, facilities, privileges, advantages, or accommodations being offered 42 U.S.C § 12182(b) (2)(A)(i); 28 C.F.R. § 36.301 (a).

Implications for Postsecondary Education

The ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to employment practices, communications, and all policies, procedures and practices that impact on the treatment of students with disabilities.

ADA Amendments Act (ADAA)

Amendments to the Americans with Disabilities Act (ADA) was signed into law on September 25, 2008, and clarify and reiterate who is covered by the law's civil rights protections. The "ADA Amendments Act of 2008" revises the definition of "disability" to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder. The amendments took effect January 1, 2009.

Implications for Postsecondary Education

To address the concerns of higher education institutions, S. 3406 explicitly states that "nothing in this Act alters the [Title III fundamental alteration provision] specifying that reasonable modifications in policies, practices, or procedures shall be required, unless an entity can demonstrate that making such modifications in policies, practices, or procedures, including academic requirements in postsecondary education, would fundamentally alter the nature of the goods, services, facilities, privileges, advantages, or accommodations involved." This provision thus restates current law in order to clarify that the changes in the definition of disability do not change the "fundamental alteration" provision of the ADA.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In the U.S., the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, provides students with access to their own education records. Education records are defined as records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution (34cFR§99.3). A student's medical or clinical records maintained by DSS for the purpose; of determining appropriate accommodations for a disability qualify as "education records" because they contain information that is directly related to a student and are maintained by the college. This law gives students:

- the right to consent to the disclosure of educational records (except where the Act authorizes disclosure without consent);
- the right to inspect and review educational records;
- the right to seek the amendment of educational records that the student believes to be inaccurate, misleading, or in violation of the student's privacy rights;
- the right to obtain a copy of the school's student record policy;
- the right to file a complaint with the FERPA Office in Washington, D.C. if the institution fails to comply with the Act.

Accommodating Students with Disabilities is a Shared Responsibility between the Student and the College...

Rights and Responsibilities of Students with Disabilities

Students with disabilities at Harford Community College have the right to:

- equal access to courses, programs, services, jobs, activities, and facilities offered through the College.
- an equal opportunity to work and to learn, and receive accommodations, academic adjustments, and/or auxiliary aids and services.
- confidentiality of all information regarding their disability and to choose to whom, outside of the College, information about their disability will be disclosed, except as required or permitted by law.
- information reasonably available in accessible formats.

Students with disabilities at Harford Community College have the responsibility to:

- identify oneself as an individual with a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary.
- meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, activities, and facilities.
- provide sufficient documentation of their disability and how it affects their participation in courses, programs, services, jobs, activities, and facilities.
- follow published procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids and services.

Harford Community College has the right to:

- identify the academic standards of courses and evaluate students on this basis.
- request and receive, through Disability Support Services, current documentation that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if sufficient support for such accommodation is not provided in the documentation.
- select among equally effective accommodations, adjustments, and/or auxiliary aids and services.
- refuse a disability related accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the College or would result in an undue financial hardship.

Harford Community College has the **responsibility** to:

- provide information to students with disabilities in accessible formats upon request.
- ensure that courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- evaluate students on their abilities and not their disabilities.
- provide or arrange accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities.
- maintain appropriate confidentiality of records and communication.

An Overview of “The Accommodations Process”

The accommodation process begins when a student identifies himself or herself as having a disability and seeks assistance through the office of Disability Support Services. Each student with a disability will have a different level of functioning even within the same disability category. In addition, compensatory skills will vary widely from one student to another. When accommodations are necessary they must be provided in a timely fashion and include, but are not limited to, the use of tape recorders, extended time for exams, auxiliary aids such as interpreters, readers for students with visual impairments, classroom equipment adapted for use by students with physical impairments, or the use of a service animal in campus buildings. Colleges are not required to provide attendants, individually prescribed devices, readers for

personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

DSS encourages the approach of having the student give the instructor the accommodation memo to foster self-advocacy for the student and continue the interactive process. The accommodation memo is not meant as a substitute for interaction between instructor and students, but rather to facilitate it.

What is an accommodation?

An accommodation is any change to a classroom environment or task that permits a qualified student with a disability to participate in the classroom process, to perform the essential tasks of the class, or to enjoy benefits and privileges of classroom participation equal to those enjoyed by students without disabilities. An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access.

How are accommodations determined?

Accommodations are determined on an individual basis to best meet student's needs. It is important to remember that a student may have multiple disabilities that have to be taken into consideration. Some students may have disabilities that are not obvious when speaking with the student. Therefore, please do not assume that because you are not able to observe signs of a person having a disability, that the student is not disabled. The fact that the student has an accommodation memo from DSS, means that the student has submitted documentation and is officially registered with Disability Support Services.

What is an equitable accommodation?

In the context of higher education, it is easier to define what is not equitable and assume that if the accommodation needed does not clearly fall under those guidelines, it is probably equitable. There are three kinds of accommodations that are not considered equitable:

- It is not an equitable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others;
- It is not an equitable accommodation if making the accommodation means a substantial change in an essential element of the curriculum or a substantial alteration in the manner in which you provide your services; and
- It is not an equitable accommodation if it poses an undue financial or administrative burden.

Examples of accommodations include, but are not limited to:

- Extended time for tests and quizzes in the Test Center
- Extended time for in-class assignments
- Testing environment with limited distractions
- Testing with assistive technology
- Audio record class lectures and discussions
- Use of a calculator during tests and in-class assignments
- Use of a spellchecker during tests and in-class assignments
- Copies of PowerPoint/overheads
- Notetakers
- Assistive technology
- Closed captioned videos
- Preferential seating
- Materials in alternative formats (large print, Braille, electronic, audio)
- Special equipment (e.g., calculator, magnifying glass or computer related equipment)
- Interpreters/transcriptionists

The Accommodation Meeting

The initial accommodation meeting begins with the DSS Student Development Specialist and the student with a disability. During this meeting the Student Development Specialist will review and clarify approved accommodations, answer questions, provide instruction on equipment use, provide guidelines for communicating with Instructors and suggests ways to contact the instructor to schedule a private meeting to discuss accommodations.

The next meeting that takes place should be between the student and the instructor to discuss accommodations. This meeting is designed to foster the communication of needs between the student with a disability and the instructor about how to implement approved accommodations in the classroom, and coordinate the logistics of the accommodation (i.e. taking tests and quizzes in test center, extended time for in-class assignments, obtaining missed lecture that will take place during extended test or assignment time). The meeting gives both the student and Instructor an opportunity to work together on ensuring equal access. This meeting also gives the instructor the opportunity to clarify any questions or concerns they may have about the student's accommodation memo. If additional clarification is needed, please contact Disability Support Services.

Lastly, DSS recommends for instructors to follow up with the student after your meeting via owlmail to confirm both your understanding and the student's understanding of what accommodations will be put in place and any arrangements that have been made about

accommodations. This follow up contact can help to ensure that all parties are on the same page.

Sample Follow Up Email

From: Instructor

To: DSS Student

Subject: Accommodation Memo

Hello DSS Student,

Thank you for meeting with today to discuss your accommodation request. Please note the following summary of our conversation:

1. Copies of PowerPoint and/or Overheads
2. Extended time for in-class assignments
3. Preferential seating
4. Extended time for Test and Quizzes in Test Center

As discussed, I will follow up to ensure that all future exams are available in the Test Center or if online that you have double time to complete exam within Blackboard. I will send you an email confirmation once this is set up.

Please let me know if you have any additional questions.

Your Instructor

The Accommodation Process Is Not Retroactive

Students must give their accommodation memos to their instructors during the semester they are requesting accommodations. It is suggested that students provide a copy of their accommodation memos prior to the beginning of the semester if the student has been approved for accommodations before the semester begins. It is recommended that the instructors provide accommodations only after receiving a student's accommodation memo. Accommodations should not be given until the instructor is provided the accommodation memo.

Understanding the Accommodation Memo

The accommodation memo is designed to inform the instructor what accommodations need to be put in place for the student with a disability in the classroom. Students with disabilities have

the absolute right to refuse any accommodation. Therefore, the accommodation memo may not always reflect all of a student's approved accommodations. The accommodation memo will include the approved accommodation along with a description of how to implement the accommodation in the classroom. If additional guidance is needed please contact Disability Support Services for clarification.

Faculty's role in implementing accommodations by type:

1. **Testing accommodations-** Testing accommodations include extended time, alternate location, use of special equipment, and tests/quizzes in audio format. The student will take tests and quizzes in the Test Center unless exams are given online through Blackboard. The instructor should talk to the student privately and specify the time and date the student is expected to take the test. If the test/quiz is to be recorded, please send the material to DSS at least five days prior to the testing date to allow for recording. Instructors must include testing accommodations on the Test Center Instruction Form when submitting the test. Also, be sure the test or quiz is delivered to the Test Center by the agreed upon time. For additional information about Test Center exam requirements see; <http://www.harford.edu/student-services/testing/information-for-faculty.aspx>
2. **Testing in private location:** When in a room filled with people, some students have a difficult time concentrating and consequently have difficulty successfully completing a test. This lack of concentration can be beyond a student's volition. Some students would be able to perform more to ability if allowed to take a test in a quiet, isolated place. This would offer the student an equitable opportunity to display mastery of course content. If needed, a room can be made available through the Test Center. DSS encourages students to try to make arrangements with the test center to schedule use of the room.
3. **Copies of PowerPoint or lecture notes-**Having access to handouts allows access for the student; who needs to have the extra time to read them, needs the handouts in electronic format, enlarged format, or they may benefit a student who has trouble with organization or difficulty focusing while listening to the lecture.
4. **Working with interpreters/Transcriptionists-** An interpreter is simply one who bridges the gap between the spoken and Deaf world. When the instructor or a classmate speaks, the interpreter translates the spoken words into the language preferred by the Deaf or hard of hearing student. The student likewise participates in the classroom by signing or typing the information and the interpreter voices it (talks) for the class. The interpreter is not meant to be a participant in the classroom, but a communication facilitator, making sure that communication is easily accessible for the deaf and hearing populations equally. The transcriptionist converts spoken word into type-written language. There will be a Sign Language interpreter or transcriptionist present each

class session. The individual will offer suggestions for the best possible arrangement for the classroom seating and computer equipment, if necessary. It is the responsibility of the instructor to work with the interpreter/transcriptionist and make any adjustments necessary during class.

5. **Materials in alternative format-** Students who have physical or sensory impairments will need to have course materials and exams available in an appropriate alternative format so that they have access to the same information as other students. Additional time is required for DSS to assist with providing materials in an alternative format.

- a. **Instructions for Providing Large Print;**

- Materials via Software:**

- In the appropriate application (MS Word) select the text and items to be enlarged.
- Choose the appropriate font and size (Arial Block – 18 pts. or size indicated on memo).
- Then reformat the material to best reflect the intent of its original appearance.

- b. **Via Photocopier:**

- The best way to enlarge materials on a copy machine is to go from letter (8.5x11) to ledger (11x17) size paper.
- For materials that fill a letter-sized page, the standard enlargement is 129% to 155% (or as indicated on memo).

6. **Audio Recorders, equipment, and assistive technology-** The student should be permitted to audio record classes. It might be necessary for the instructor to confer with the student about where to place the recorder and establish who is responsible for lecture recording. A separate agreement ensuring that materials are not circulated beyond the class is available. DSS will provide adaptive furniture as needed. It is the responsibility of the student to bring all other types of equipment and/or assistive technology to class and/or test site.

7. **Testing with Assistive Technology:** Some students, because of their disability, will require assistive technology to be able to complete their test. They may be able to use a laptop that has assistive technology software as needed. However, if that is not an option, then they can use the computer in the Test Center. This accommodation may be needed due to a physical or learning disability which require the use of specialized software, hardware or because the student's disability makes handwriting extremely messy and organization tends to be disjointed. Using a word processor such as a laptop allows the student to concentrate on organization and producing a legible piece of work. Students who use assistive technology may also use this accommodation so that they

can take their tests with the class. Headphones may be used by the student if a speech output program is needed.

8. **Use of a spellchecker during tests and in-class assignments:** The use of a spellchecker will help the student and may help the grader by making tests easier to read. If the function of the test or assignment includes measuring spelling ability, this accommodation may not be appropriate.
9. **Use of a calculator during tests and in-class assignments:** The use of a calculator helps the student to avoid mistakes such as reversing or skipping numbers. If a test or assignment is designed to measure the student's ability to perform functions a calculator would perform then this accommodation is inappropriate.
10. **Occasional Exceptions to the class Absentee/Tardiness Requirements:** The Americans with Disabilities Act, 1990, specifies that case-by-case exceptions should be made to established policy in order to avoid discrimination on the basis of a disability. To address this, DSS has developed a disability related absence protocol. The student is required to notify the faculty member as soon as possible. We also encourage them to let DSS know as well. Each faculty member makes the determination as to how many absences in general are acceptable in order to pass the class. For a student with a disability, we must also look at: What are the essential elements of the course? How many absences would fundamentally alter the student's ability to experience; or ability to participate in; or to contribute to and demonstrate learning?
11. **Preferential Seating:** Students who have limited hearing or difficulty with attention, distraction or an ability to focus will need to sit as close to the instructor as possible.
12. **Closed Captioned Videos:** Students who are Deaf or hard of hearing will need captioning for all videos shown in class. If the copy being shown is not captioned, please contact DSS to look for alternative solutions prior to the time of the class. Please choose videos, DVD's and other related media that is already closed captioned whenever possible. In the event that you have uncaptioned material, please send it to Disability Support Services **as soon as possible**. Last minute requests must be sent to DSS as least seven days in advance. Subjects with technical or professional language, such as Nursing, Biology, Paralegal, etc. will require much more time than that. See Intelcom for additional resources at <http://ww.intelecomonline.net/>
13. **Frequency Modulated (FM) Systems-** Many students who use hearing aids effectively in quiet environments have a difficult time following information presented in large college classrooms. A FM system is a wireless portable device that uses radio transmission to send auditory signals, i.e. speech, from a transmitter to a receiver. With most FM systems, the instructor wears a lavelier microphone connected to a body-worn transmitter. The student wears the FM receiver unit clipped to his/her clothing. The FM

system can also be connected to the student's hearing aid via an induction neckloop system or direct audio input cables.

WHAT FACULTY NEED TO KNOW ABOUT ATTENDANCE AND REALTED ISSUES FOR SOME STUDENTS WITH DISABILITIES

Faculty may consider an alternative way for students to successfully complete essential course requirements without compromising course standards. The DSS office acts in an advisory role regarding any course adjustment for students with disabilities. Each situation should be considered on a case by case basis.

The **Office for Civil Rights** has provided the following guidance questions to be used when determining if attendance is essential to a course:

- Are there regular classroom interactions between the instructor and students and among students?
- Do student contributions during the class period constitute a significant component of the learning process?
- Does the fundamental nature of the course rely upon student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the course?
- What are the classroom practices and policies regarding attendance and are they noted in the course syllabus?

HOW DO I DEFINE WHAT ARE THE ESSENTIAL FUNCTIONS OR REQUIREMENTS OF THE PROGRAM

The basic principle is that the student could be excluded if he/she can't perform the essential functions and/or meet the essential requirements of the program -- and particularly if he/she can't perform them safely.

It isn't up to one particular faculty member or individual to decide those requirements. Rather, at least according to a number of Office for Civil Rights letters, this decision-making process should include at least the following elements:

1. The decision is made by a group of people who are trained, knowledgeable and experienced in the area;
2. The decision-makers consider a series of alternatives as essential requirements; and
3. The decision should be a careful, thoughtful and rational review of the academic program and its requirements; and

4. The process should include consideration of the nature and purpose of the program, whether the standard is required in similar programs in other institutions, whether the standard is essential to a given vocation or occupation for which the program is preparing students, and whether the standard is required for licensure or certification in a related occupation or profession.

Once the requirements are established, the program must consider whether each particular applicant or student with a disability can meet them, with or without accommodations, (Accommodations don't have to be provided if they would be a fundamental alteration of the requirement or program).

For example, if a student says he/she cannot perform fine motor tasks due to a disability, then one must determine if those tasks are an essential function or requirement in order to participate in the program, as determined through the process described above. Or is it the sort of thing that others can do for the student or help him/her do without fundamentally altering the nature of the program. Can he/she perform the other tasks that are essential to the program? It is also important to look at safety. Has the student been observed having difficulty performing the tasks safely.

Similarly, if the concern is about whether or not the student can perform certain tasks safely, the program must have sufficiently specific information about the individual student on which to base the decision. OCR would say that the college must determine that the student poses a significant risk to the health or safety of the student (or others). "Significant" should be defined as a high probability of substantial harm and not simply an increased, speculative or remote risk. A determination as to the student's ability to safely participate must be individualized and objective and it must be based on current medical knowledge and the best available medical evidence.

The assessment must take into account the nature, duration and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether modifications of policies, practices or procedures will sufficiently mitigate the risk. Moreover, the student must be afforded due process to ensure that the decision was not motivated by unfounded fear, prejudice or stereotypes, i.e., procedural safeguards such as notice, opportunity for hearing and appeal that are comparable to those applied to students without disabilities. The basic principle is that the decision be based on objective information and not on assumptions. Essential requirements of a program must be in writing and should be included on a syllabus. DSS is available to assist with this process and to help answer any questions about the disability.

Technical Standards

Not all essential requirements are academic, particularly in clinical or field based programs. Technical standards are non-academic competencies that all students must demonstrate during their program. They may include such things as abilities in context (ability to discriminate breath sounds). Within our post-secondary setting technical standards should be focused on

demonstrating an individual's skill or ability rather than a physical attribute. As such, students with disabilities should be expected to meet the same academic and performance standards as other students in the program or course. The program may not set technical standards that exclude students because of their disability. Assistive technology may compensate for disabilities but students must be able to demonstrate all necessary competencies. Finally, an individualized interactive process must be used to determine if equitable accommodations would allow a student to meet technical standards.

When writing technical standards, focus on the what and why of each competency and not the how. Technical standards must contain observable performance criteria that can be reliably applied. Standards should be anchored to the curriculum, supported in policy and practice and utilize objective performance criteria that can be reliably applied to all program applicants or participants. In creating technical standards, some questions to ask are:

- Does the standard relate to the core aspects of the academic program?
- Is it necessary for licensure?
- Is it related to safe performance of the job or profession?

Elements of legitimate standards establish a skill or ability rather than a medical condition and relate directly to:

- Essential aspects of the program
- Academic or programmatic success
- Skills necessary to obtain licensure
- the safe performance of the skills the program seeks to develop

Your technical standards should be reviewed on a regular basis, 3-5 years, to make sure they are still appropriate to the field of study and that technology has not altered the ability to do a job

WHAT CONSTITUTES A "FUNDAMENTAL ALTERATION"

A "fundamental alteration" is a change that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered. In situations where a fundamental alteration can be documented, equally effective alternate access must still be provided.

Auxiliary aids, accommodations, and services provide a modification to the academic environment, but cannot lower requirements of a course, program, or event. Although students, employees, and campus guests with disabilities can choose courses, academic programs, or events as any other person chooses, people with disabilities are strongly encouraged to explore the learning outcomes of the courses and/or programs prior to enrolling

or engaging in the pursuit. The provision of accommodations and services due to disability cannot fundamentally alter the nature of the course, program, or event.

There are some situations where adjustments in teaching method or testing may not be required because they could be considered fundamental alterations.

Situation: A student tells you that s/he cannot complete writing assignments, with or without accommodations. The student requests that writing assignments not be included in his/her grade.

Equitable Accommodation or Not? If submitting writing assignments is an essential requirement of the class (for example, in English Composition!) there would be no legal mandate to comply with the student's request to exclude those assignments from the grade.

Situation: A student wants to take all tests at home, although tests are usually administered at the college, or insists on taking tests only as open-book, although other students are not given that choice.

Equitable Accommodation or Not? Although a student's disability may require extended time or administration of tests at a distraction-reduced site, it would not be appropriate for a student to request that all tests be administered as take-home or open book tests.

There are many other situations where adjustments in teaching method or materials may be required because they would not fundamentally alter instruction.

Situation: A blind student enrolls in a math class and requests that the instructor verbalize what s/he is writing on the board or overhead.

Equitable Accommodation or Not? The faculty member would be legally required (as well as ethically obliged) to make an adjustment in presentation of course material by verbalizing what is written on the board or overhead. Pointing and referring to "this" and "that" as written on the board would not give the student with a visual disability equal access to the instruction. An added benefit is that verbalizing material rather than just writing it can assist all students because the information presented is more explicit.

Situation: A blind student who reads Braille requests to have handouts a few days in advance of the class session so that they can be prepared in alternate format.

Equitable Accommodation or Not? The law says that "communication must be as effective as that provided to others." DSS will take class handouts and Braille them. But to do that, DSS needs at least 5 days lead time. Thus, the instructor would be expected to provide the handouts to the student in a timely way so that DSS can Braille the material and the student can have equal access to the class material at the same time as his/her peers. It would not be sufficient

merely to distribute the handouts in class that day and tell the student, "This is the way I teach." Or "It's fine if you get them after the class."

Situation: A student with a visual or reading disability requests that the instructor provide information about the textbook that will be used in an upcoming semester.

Equitable Accommodation or Not? Faculty is expected to meet the bookstore deadlines for textbook adoption. This is not an accommodation as such, but timely textbook adoption is critically important for students with visual or reading disabilities.

WHAT I NEED TO KNOW ABOUT FIELD TRIPS, STUDENT TEACHING, INTERNSHIPS AND PRACTICA

Many courses at Harford Community College occur outside the traditional classroom or laboratory, and many programs require the completion of such courses as part of the standard curriculum. Examples of such courses are field trips, field experiences, practica, student teaching, and professional internships. Disability Support Services (DSS) adheres to our overarching policies regarding program access, accommodations and prohibition against discrimination with respect to these educational experiences.

As an institution, there is an obligation to ensure that equitable accommodations are provided in all programs offered by the college.

Instructors should review the accessibility of selected fieldwork sites and requirements early in the course planning process. Reviewing the requirements and designing activities so that they are accessible to students with a wide variety of abilities and disabilities will reduce or eliminate barriers and the need for disability related accommodations. Instructors and support staff can also invite students with disabilities to discuss their needs early in the term to help with timely fieldwork placements or the development of appropriate alternatives or substitutions.

- Attempt to include student in field work opportunities, rather than automatically suggesting non-field work alternatives. Ask students how they might be able to do specific aspects of field work.
- Give all students plenty of advance notice. This is particularly important for students with disabilities who may need to plan for accessible transportation, work around aid and therapy schedules, and plan for assistive devices and/or personal aids.
- When planning a field trip, make sure in advance that the site is accessible for all students, including those in wheelchairs.
- If the site is not accessible, and the field trip is a mandatory assignment, an educationally equivalent experience needs to be provided for the student (i.e., videotaping the field trip).
- Remember, if the college is providing transportation, and a student requires accessible transportation, this also must be provided by the college.
- Include special needs in requests for field trip vehicle reservations.

Each person plays a role in facilitating the process. All students must meet the same standard. Standards should not be lowered or changed for students with disabilities. The DSS staff is available to help faculty in planning accessible field trips, field experiences, practica, student teaching, and professional internships.

DSS Responsibilities:

When a student asks us to do so, DSS provides accommodations such as readers, scribes, sign language interpreters, assistive technology, and other appropriate accommodations. DSS covers the costs of some of these accommodations, and arranges cost-sharing with state vocational rehabilitation for others when the student is eligible for that program. Many accommodations are no-cost, and can be provided on site. For example,

- work station lighting can be modified
- materials can be put in alternative formats
- software can be installed to make a work station accessible
- other no-cost accommodations can be provided upon request

At no time does a student pay fees for accommodations. However, personal services such as personal care attendants, drivers, etc. are the responsibility of the student.

DSS provides orientation and education to faculty and to on-site supervisors. It is highly recommended that the student work with DSS and the program to determine what will be needed in advance of starting the placement.

DSS will follow up with students and faculty to ensure that accommodations which have been requested are being provided.

Student Responsibilities:

The student arranges a practicum, internship, field trip or field experience or overseas study program through their instructor, advisor, or other appropriate division of the College.

Students with disabilities are strongly encouraged to disclose their need for accommodations to the faculty person overseeing the program as early on in the process as possible. Students should be aware that this information is not to be shared with the placement unless express permission is given by the student. By disclosing this early, determinations can be made by the student, with the help of the faculty member and DSS as to when and how are the best ways to disclose information about the disability with others who might have a need to know.

If accommodations are likely to be required, the student must make the request. For example, use of an aid in student teaching would be requested by the student in advance. The purpose, activities and time necessary for the accommodations would be discussed by the DSS

coordinator and the student, along with the practicum supervisor. Staff at the practicum site may need to be included as well.

In other cases, the student makes the requests directly to the practicum site personnel, or rehabilitation agency and comes to DSS for other appropriate services, such as readers, scribes or alternative formats. DSS and the student agree on which accommodations are necessary and equitable, and the authorization to implement those (such as hiring a reader or sign language interpreter) is granted to the student. Supervising faculty should discuss the potential need for accommodations with students when appropriate.

With respect to these educational experiences, it is crucial that the student, especially for professional experiences in the student's final years of study, be prepared to make clear assessment of areas requiring accommodation. DSS often brainstorms with the student, and may offer various scenarios to consider in order to ensure that adequate thought is given to identifying post-graduation contingencies. It is important to know that accommodations don't have to be provided if they would be a fundamental alteration of the requirement or program.

In cases where assistive technology can be provided to assist the student in ensuring equal access and independence, all necessary steps should be taken by the student to make arrangements for this well in advance of the remote learning experience with the assistance of DSS and other local resources such as services for the Blind or Vocational Rehabilitation.

Students should contact DSS and their faculty supervisor or instructor immediately if accommodations are not readily forthcoming.

Faculty Responsibilities:

Faculty is encouraged to review the policies for the particular program. In doing so, it should be determined what are the essential functions or requirements for the program. It is helpful if these are clearly articulated in writing. Sharing the essential functions with DSS allows DSS to better assist the department with determining what elements can be accommodated. Having this completed in advance, provides for a smoother and quicker accommodation process.

The question often arises as to how to determine when to disclose information about a student with a disability. In general, it is up to the student to choose to whom, by whom and when they want information disclosed. FERPA does have a need to know exception. The question that needs to be considered is what is the placements "legitimate educational interest" under FERPA? If there is one, what will a placement do differently as a result of sharing the student's information? Will that difference clearly enhance the student's learning? Even if there is a valid FERPA exception by disclosing anything directly related to a student's disability there is the potential to open up a claim that the information shared could color the placement and create an uncomfortable climate. Therefore, having a clearly defined outcome in mind before disclosing, would be helpful. In addition, it is recommended that this be discussed with DSS and the Associate VP of Student Development before information is shared.

The sponsoring program should also work to ensure that all remote learning sites give assurances that they will comply with all appropriate laws. The DSS office is available to assist with these communications, if needed.

Please contact Disability Support Services at any time if there are questions: 443-412-2402.

What I Need to Know About Using Accessible Electronic and Information Technology

“Accessible” means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use. All instructional materials and online courses created by a college, department, program, unit or instructor must be fully accessible to individuals with disabilities at the same time they are available to any other student enrolled in that program.

“Electronic and information technology” or “EIT” includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversation, or duplication of data or information. The term electronic and information technology includes, but is not limited to, the internet and intranet websites, content delivered in digital form, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, personal response systems (“clickers”), and office equipment such as classroom podiums, copiers and fax machines. It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or rejection of data or information. This term includes telecommunications products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

“Equally effective” means that the alternative format or medium communicates the same information in as timely a fashion as does the original format or medium.

Electronic accessibility includes the following forms of electronic and information technology:

- documents
- instructional material
- media
- software, hardware and software systems

- web sites/pages

Documents

Print disabilities include visual impairment, blindness/low vision, and learning and reading disabilities. In addition, physical disabilities can make it difficult to hold a book or turn pages. In many of these cases, electronic text as a computer file or web page makes the information more accessible when standards are followed.

Paper documents and electronic documents that contain images of text instead of text can create barriers for someone with print disabilities. Individuals with vision and print disabilities frequently rely upon a screen reader to read text on the screen. Others use screen magnification software and alternative mouse and keyboard input devices along with simple adjustments such as adjusting screen colors and increasing contrast.

We recommend the following document formats in descending order of the ease of making them accessible.

- Word processing documents: Word processing documents, created with accessible features, are the most accessible.
- Scanned documents: Documents should be scanned only with scanners configured to provide Optical Character Recognition (OCR).
- PDFs (Portable Document Format): PDFs “saved as pdfs” from well-tagged and correctly headed word-processing documents are acceptable with some additional reading order and document structured editing.
- Web versions of Interactive documents (forms) are recommended over word processing or PDF forms:
 - Surveys should be on the web and created in Qualtrix.
 - Forms should be web forms and created in the Cascade Content Management system.

Recommended Standards for HCC documents

Accessible documents should:

- Be text-based instead of image-based text
- Have clear structure (contain elements that clarify the document organization)

- Explain non-text items (include additional information for visual-heavy or vision-only information by including additional information)

POUR

The WCAG (Web Content Accessibility Guidelines 2.0) categorizing accessibility guidelines into an easy to remember phrase- POUR

According to the POUR principles web and non-web information should be:

- Perceivable: text-based with visual elements explained
- Operable: well organized and predictable
- Understandable: simply and clearly written
- Robust: compatible with multiple operating systems and assistive technology

Text-based documents: Most applications create text-based documents. However, these documents can become image-based, with the original text converted to image-based text, when they are:

- “printed to” a PDF
- Scanned into electronic document using an image-based process

PDFs are the documents, most likely to contain image-based text. This can be determined by several methods:

- Opening the PDF and clicking on page. If the entire page changes color slightly, that is an indicator that you’ve just selected an image.
- Copying and pasting text from the document. If you are unable to paste the text into another document, it most likely isn’t text.
- Opening the document in Adobe Reader and doing a quick Accessibility check. (Adobe Acrobat Reader 10 directions: Edit / Accessibility / Quick Check or Shift- Ctrl-6).

Clearly structured documents: Everyone benefits from documents created with clear structure. There are some simple steps that can make the document more clearly structured both visually and auditorally (for screen readers). These options are:

- Heading styles in correct sequence
- Lists
- Self-describing links (opens in new window at WebAIM)

Headings Clear and structured documents: Headings in correct sequence

Text can be styled to look like a heading but that visual formatting can't be detected by screen readers used by individuals with print disabilities. Screen readers can announce headings only if they are created through the use of program-provided styles. Such heading styles also provided advantages to document creators.

We recommend using your standard document-producing program to create accessibility unless you have additional reasons for learning another program. The best example would be the recommendation to use Word to create accessible features. When the Word document is saved as a pdf (not printed to a pdf) the accessible features are carried over to the pdf.

Captioning

The Deaf Community fought a long and difficult battle to get captioning where it is today on televised programming. Televisions are designed with decoders so that close captions are available by making a simple adjustment with your remote control.

Multimedia files, such as online lectures, movies, or Flash animations, can present accessibility issues for students with hearing impairments. Multimedia files, particularly those that employ speech, should be captioned in order to provide accessibility for students who are deaf or hard of hearing.

Please choose videos, DVD's and other related media that is already closed captioned whenever possible. In the event that you have uncaptioned material, please send it to Disability Support Services **as soon as possible**. Last minute requests must be sent to DSS as least seven days in advance. Subjects with technical or professional language, such as Nursing, Biology, Paralegal, etc. will require much more time than that.

There are two main ways to provide captioning:

- Closed captioning (CC) is visible text turned on and only seen at the discretion of the viewer.
- Open Captioning (OC) is visible text that always appears for all viewers.

There are several different captioning options available to you, depending on which sort of multimedia file you are using. For example, if you are using Flash, the latest version of Flash allows you to insert open captions directly into your animation.

The majority of multimedia files can be captioned using Multimedia Access Generator (MAGpie) software developed by the National Center for Accessible Media (NCAM). MAGpie allows the user to add closed captions to most multimedia files that play in the following media players:

- Apple Quick Time
- Windows Media Player
- Real Player

Both versions 1.0 and 2.01 of the MAGpie software can be downloaded at the NCAM website at: ncam.wgbh.org/webaccess/magpie.

Alternative text (alt tags) is used to explain a picture's purpose to someone using a screen reader. The picture, image, doesn't change.

However, with videos and movies, the picture changes over time. Thus synchronized text (captioning) is required.

YouTube Help Center: Adding/Editing Captions: Step by step tutorial for captioning videos in YouTube. <https://support.google.com/youtube/topic/3014331?hl=en&rd=1>

INTELECOM- has captioned video clips available through HCC Library website at <http://ww.intelecomonline.net/>

In an online distance learning classroom, students who are blind or have low vision can, with the help of assistive technology devices like screen readers, participate equally as effectively as other students. This is especially true as courseware becomes more and more accessible. However, instructors must be prepared to make a variety of accommodations for these students in a number of areas, including PDF files, accessible video applications, charts and graphs, and HTML access.

PDF Files

Adobe Portable Document Format (PDF) files are more accessible now than ever. Because PDF files allow readers to zoom in on documents, they are very useful for students with low vision. However, many PDF files, especially those created from a text that was inputted by a scanner, are completely inaccessible to people who use screen readers. Other PDF files may result in garbled text that is hard to understand- for example, if a screen reader reads text across columns. One simple way to structure new PDF documents is to format the original document using Microsoft Word. Newer versions of word allow the user to use the Style menu to add headings, titles, and other structural elements. Using the Style menu to format text as a heading or a paragraph makes it easier to convert a Word file to accessible PDF. Images can be "tagged" with alternative text either in the source document or in Acrobat. In Microsoft Word, the procedure for including alternative text tags in a document is as follows:

1. Right-click on the image that is inaccessible.

2. Select 'Format Picture' from the menu.
3. Click the Web tab.
4. Type in the text description of the image.
5. Click OK.

To add alternative text to images in Acrobat:

1. Select the 'View' menu.
2. Highlight the 'Navigation Tabs' submenu.
3. Select 'Tags' from the menu,
4. In the tags window, locate the image in the tree hierarchy (This would be something like 'Shape').
5. Right-click on 'Shape' and select Element Properties.
6. This should bring up a dialog box allowing you to type in the alternative text.
7. Type in the alternative text, then select the OK button.

You can test your PDF files for accessibility in two quick ways. First, open your PDF file in Acrobat Reader, and choose the "Text Select Tool." Attempt to select some of the text in the document with the tool. If you can select it, the file may be accessible. If you cannot select any of the text, the document is likely not accessible. You can also convert the PDF file to an HTML file to test its reliability using the Access Adobe website at:

www.adobe.com/products/acrobat/access_simple_form.html.

Accessible Video Applications

1. Provide text-equivalents for all video that contains speech or music with lyrics.
Providing text-equivalents in the form of separate transcripts that can be opened in a text editor such as Word or notepad allows those using assistive technologies such as screen readers or Braille machines to be able to understand any speech or sound that occurs in the video. The transcript should contain everything that is spoken in the video. If need be, provide a way to skip within the document to a specific point.
2. Provide synchronized subtitles for all video that contains speech or music with lyrics.
For those users who have trouble hearing audio from the video, provide synchronized captions at the bottom of the video that match to the sound in the video file.
Captioning can be accomplished by using a program called MAGpie.
3. Provide a warning at the beginning of the video if the video flickers or blinks at any time.
Flickering or blinking in a video could cause those suffering from epilepsy to go into seizures. To avoid this issue all together, edit out any blinking or flickering that occurs in the video using Adobe Premiere, iMovie, or any other movie-editing program. If this is

not possible, add to the disclaimer that contains the primary language a warning about the flickering and the potential damage for those suffering from epilepsy.

4. Allow viewers to pause the video. Viewers may need to pause the video for various needs, so it is important that the video has a function that allows it to be paused.

Charts and Graphs

Charts and graphs are commonly used to present information. However, because of their visual nature, they can present a problem for students with visual disabilities. Taking the time to explain the data on a chart or a graph will help provide the same information for students with visual disabilities.

HTML Accessibility

Making HTML files accessible to students who are blind or have low vision is a complicated task. However, even for instructors who have little or no experience in web design, there are a few tips and tricks that can help students with visual disabilities achieve some access to HTML files.

- Add alternate text to graphics. Most HTML editors will allow you to select an image and add alternative text. Screen readers rely on this alternative text to understand the meaning of images. Try to describe what graphics look like as though you were explaining them to a friend who is blind.
- Don't use complicated backgrounds. Complicated backgrounds make it hard for people with low vision to read the information on your website. Keep a high contrast between the color of your text and the background.
- Be descriptive in using hyperlinks. Describe the link rather than using a meaningless phrase like "follow this link." Using names like "Google" or "Georgia Tech" in the text of a link is much clearer than having a link that just says "click here."

Additional Resources

Section 508: www.section508.gov

World Wide Web Consortium: www.w3.org/WAI

Information Technology Technical Assistance and Training Center: www.ittc.org

Technology Accessibility Chart

Technology	Overview of How to Build it Accessibility	How to Check if it is Accessible
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Video	<ul style="list-style-type: none"> • Include captions • Use an accessible media player, like VideoJS or Mediasite for the Web, or QuickTime or Windows Media Player for desktop playback • Note: some content presented in the video may need to be repurposed in a textual format for people with visual impairments. 	<ul style="list-style-type: none"> • You should be able to view captions. • You should be able to play, pause, fast forward, rewind, and toggle the captions for the video using your keyboard.
Microsoft Word	<ul style="list-style-type: none"> • Use heading styles (can be customized) • Use built-in formats for bullet lists, columns, and tables • Avoid floating text boxes • Include alternative text for images • DO NOT save as a Web page 	<ul style="list-style-type: none"> • Run the Microsoft Word Accessibility Checker. It will guide you through making it accessible.
Microsoft PowerPoint	<ul style="list-style-type: none"> • Use built-in slide layouts • Add alternative text for images • DO NOT save as a Web page 	<ul style="list-style-type: none"> • Run the Microsoft PowerPoint Accessibility Checker. It will guide you through making it accessible.
Microsoft Excel	<ul style="list-style-type: none"> • Specify column headers • DO NOT use blank cells for formatting 	<ul style="list-style-type: none"> • Run the Microsoft Excel Accessibility Checker. It will guide you through making it accessible.
Google Docs	<ul style="list-style-type: none"> • Use heading styles • For read-only versions of a Google Doc, export it to an MS Word document • DO NOT create PDF files directly from Google Docs • PLAN on some users not being able to edit documents online 	<ul style="list-style-type: none"> • For users with visual impairments, Google Documents will need to be converted into Microsoft Word documents. After conversion, use the process for “Microsoft Word”.
Narrated Presentations	<ul style="list-style-type: none"> • Use screen recording software like Camtasia, or ScreenFlow • DO NOT share the movie from the software’s export function • REPACKAGE the exported movie and caption file in another video player, like VideoJS 	<ul style="list-style-type: none"> • Follow the same process as “Video”.

Google Sites	<ul style="list-style-type: none"> • Only insert text, links, lists, and images (with alternative text) into Google Sites • Tables and other embedded objects cannot be made fully accessible • PLAN on some users not being able to edit content within Sites 	<ul style="list-style-type: none"> • Follow the same process as “Web Pages”.
WordPress	<ul style="list-style-type: none"> • Use an accessible theme • Use headings appropriately • Add alternative text to images 	<ul style="list-style-type: none"> • Follow the same process as “Web Pages”.
Web Pages	<ul style="list-style-type: none"> • Design to the WCAG 2, Level AA standard • Use freely available tools to test for Web page accessibility 	<ul style="list-style-type: none"> • For publicly available content, use either <ul style="list-style-type: none"> ○ SortSite (Site, Pages) ○ WAVE Web Accessibility Evaluation Tool (Pages) ○ WAVE Toolbar (Pages) • For individual pages or password protected content use either: <ul style="list-style-type: none"> ○ SortSites ○ WAVE Toolbar

<p>PDF Documents</p>	<ul style="list-style-type: none"> • Use software that creates accessible PDFs, like Microsoft Word (Windows only) or InDesign • Use Adobe Acrobat Pro Accessibility Wizard to check document 	<ul style="list-style-type: none"> • Fully determining the accessibility of a PDF document is challenging. The following procedure will let you get an overview of a document's accessibility. <ul style="list-style-type: none"> ○ In Adobe Acrobat choose "Full check" under View, then Tools, the Accessibility. ○ Confirm the correct document reading order by selecting "Read Out Loud" in the View menu to have the document read to you.
<p>Online Surveys</p>	<ul style="list-style-type: none"> • Use Qualtrics for point-and-click form creation • Use inform for build-your-own HTML form creation • Use MeToo! For informal surveys • Use CAUTION when using Google Forms 	<ul style="list-style-type: none"> • Qualtrics is mostly accessible. If you are not using Qualtrics, use the same process as "Web Pages".

Math	<ul style="list-style-type: none"> • Use MathType to help you write your equations in either the MathML, LaTeX, or TeX formats • Use MathJax to insert those equations into Web pages 	<ul style="list-style-type: none"> • If you are delivering them in Microsoft Word, when you edit the equation in Word, the MathType equation editor should load. • If you are delivering them in a Web page, when you control click on the equation you should see an option for “About MathJax”.
Clickers	<ul style="list-style-type: none"> • turningPoint clickers can be used in accessible ways • problem usually arise when student responses are directly tied to grades 	<ul style="list-style-type: none"> • You should use TurningPoint clickers. • Some students with mobility impairments may benefit from using Response Ware in conjunction with Turning Point clickers.
Moodle	<ul style="list-style-type: none"> • Most of Moodle’s functionality is accessible • The Choice and Forum activities can cause problems • User added content must be designed accessibly 	<ul style="list-style-type: none"> • The Moodle interface is mostly accessible. The content you will need to check will be content you create in Moodle, follow the same process as “Web Pages”. For content you upload to Moodle, use the appropriate guide from this document.
Blackboard Collaborate	<ul style="list-style-type: none"> • Most of Collaborate’s functionality is accessible • Application sharing will cause problems for screen reader users • Note: come content presented in the video may need to be repurposed in a textual format for people with Visual Impairments. • http://ww2.harford.edu/irc/blackboard9.asp 	<ul style="list-style-type: none"> • The Blackboard Collaborate interface is accessible. You will need to check for documents that you share with others. Additionally, depending on the activity that is being done in Collaborate,

		<p>you may need to provide the content in an alternative format. This might include providing PowerPoint files or other text documents. Additionally, live captioning might need to be provided for users with hearing impairments.</p>
Mediasite	<ul style="list-style-type: none"> • Online recordings can be made fully accessible by adding captions • The media player for recordings is accessible • Note: some content presented in the video may need to be repurposed in a textual format for people with visual impairments. 	<ul style="list-style-type: none"> • Mediasite’s interface is accessible. • You should be able to view captions.

Frequently Asked Questions Involving “The Role of Faculty”

The following is a list of frequently asked questions regarding the roles and responsibilities of faculty and teaching associates in providing accessible learning for students with disabilities. Although these questions address the most common of the concerns, the issue of faculty responsibility is situation-specific and as such can be difficult to define.

Q: What’s wrong in asking a student to share something about what their prior diagnosis has been and how it has been handled before?

A: Students with disabilities are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and the ADA as amended. Recognizing that discrimination often occurs as a result of attitudinal barriers and misconceptions regarding the potential of persons with disabilities, these mandates presume that the U.S. Constitutional right to privacy, whether articulated in the form of guidance or specific regulations, applies to treatment of disability related information. Some disability related information is clearly medical in nature, and as such, must remain confidential as specifically required by title I of the ADA. Other disability related information might trigger negative connotations about the person with the disability. People whose disability is a result of HIV, seizure disorder or psychiatric illness, for example,

deserve and expect to have their privacy protected by having this information handled in a highly confidential manner.

- a. Best Practice tells us the information regarding a student's disability should be shared by those who hold the documentation on a limited basis, and then only when there is compelling reason for such disclosure. This may mean sharing with faculty only the information that a student has a documented disability and need for accommodations. The Department of Justice has indicated that a faculty member generally does not have a need to know what the disability is, only that it has been appropriately verified by DSS, the office assigned this responsibility on behalf of the institution.
- b. The disclosure of unnecessary, specific disability related information to those without a legally cognizable need to know, may have the unintended consequence of increasing the institution's and/or individual faculty member/administrator's vulnerability to charges of retaliation, harassment or animus.

Excerpted from 'Confidentiality & Disability Issues in Higher Education' a publication of AHEAD, Association on Higher Education and Disability

Q: If we have to accommodate a student in a manner that requires the acquisition of new equipment, special access, etc... whose budget does that come out of?

A: HCC has a shared responsibility to provide or arrange accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities. While Disability Support Services is funded to provide (and pay for) accommodations to enable students with disabilities to access their academic program all programs are encouraged to allocate funds into their budgets to cover the cost of supplies and equipment. For example while purchasing equipment for a lab you may want to purchase beakers, measuring cups, and other equipment with handles. There may be funding strategies that DSS can recommend, but planning for a diverse population is strongly encouraged. HCC

Q: What do we do if a student seems like they have a disability, but do not have documentation? Can we talk to the student about it?

A: Students have the right to choose if and when to reveal their disability. If they do not reveal them the instructor should respect their privacy and not ask them directly. However, the instructor can say something like, “I see you are really struggling in my class, is there something I can do for you?” The professor can then refer the student to a number of places and include Disability Support Services in that list of places.

Q: Test Center implemented a no-break policy for bathroom breaks. Does this include students who are allowed double time?

A: Students with disabilities are provided accommodations on an individual case-by-case basis. As such, a student may be granted the accommodation of breaks during testing time in the Test Center, if their documentation is sufficient to support this request.

Q: I give a pop quiz, generally about 12-15 minutes of class time. If a student has an accommodation to take tests in the test center with extended time, what is a good practice for me to follow?

A: This is a question that has been addressed as a white paper by, Ruth J. Fink, Ph.D., Professor Adjunct (retired), Graduate School. This was published in The Section 504 Compliance Guide by Thompson Publishing Company, in 2006; it is revised from an e-mail to Disabled Student Services in Higher Education (DSSHE) Listserv in February, 2001.

Pop quizzes can be a valuable teaching/learning tool in postsecondary education, but they often put many otherwise qualified students with learning disabilities, attention deficit-hyperactivity disorder, traumatic brain injury and sometimes psychiatric disorders at an extreme disadvantage. These students frequently qualify for the accommodation of extended time on examinations, tests and quizzes, typically one and one-half to double time. Five-minute pop quizzes during class then necessitate a time extension of 2 1/2 to 5 minutes more for the student with the disability, and leave the professor and the rest of the students waiting. But even more problematical, the student with the disability is clearly identified as same, calling undue attention to the disability and also putting this same student under extraordinary stress. Having the student finish the pop quiz in the professor’s office is not always possible because of class schedules.

I suggest we find other ways to obtain the information we need from the students which is presumably: (1) did students read and comprehend the assignment? (2) Is the student keeping up with daily reading assignments? (3) How well are students internalizing the

readings? (4) Do I need to reiterate salient points and provide more examples? And (5) Can the student apply the principles to practical application situations?

- Put pop quiz-type questions on the course or department website or on a class e-mail list at a certain time, to be e-mailed back or turned in (hard copy) by the next class time;
- Present these types of questions as a hand-out at the end of class to be turned in at the beginning of the next class;
- Put all pop quiz-type questions on the syllabus reading list, following each assigned reading; vary the response mode requirement each week such as to be posted on a special website, e-mailed to the professor, or handed in at the beginning of the next class.
- Vary how I obtain this pop quiz-information from students so it does not become boring and mundane:

I might do an all-class pop quiz on the overhead one day, and each class member is asked/expected to add to the discussion (best for classes with less than 15 students) and then discuss the answers with the entire class. Such a technique has proven to be a good learning experience for everyone in that students whose cognitive abilities are different are allowed the opportunity to observe how their peers think, problem solve, and internalize course elements.

A short take-home pop quiz, due at the beginning of the next class is another option. I put the question on a standard-sized sheet of paper and specify that the answer should not take up more than half the page.

Occasionally I assign an in-class, small-group question and have students derive the answer with one student from each group reporting the collective answer. Depending on the size of the class and the amount of material to be covered, I might assign each small group a different question, asking that the answers be turned in to me at the end of class so that I can put them on a website, in an e-mail memo or put them on the word processor as a hand-out for the next class meeting. For such an exercise, I allow about 15 minutes (of a three-hour class period) for their discussion and answer. Then I allow another 15 minutes for reporting to the class, and clarifying any misunderstandings.

I might ask students to devise a pop quiz-question which they think is relevant to the assigned readings and ask me to answer it! (This surprises them! And one thing I've learned is that some students with learning disabilities have a great deal of difficulty with this task. I always need to know my students fairly well before I do this so it doesn't catch certain students being required to demonstrate their weakness or disability in front of the

class.) I emphasize there are no stupid questions. A few times I have been caught not knowing the answer, but this allows me to simply say that I don't know, and that I will find the answer by the next class period.

About twice a semester, when students have demonstrated that they are keeping up with the class work and readings, or when a particularly long project is due, I surprise them by stating I will not be checking on their readings this particular class period, but any questions they have are invited and answered.

If there are less than 12 students in the class, I schedule a 15-20 minute one-on-one discussion with each student during the semester, during the last 15 minutes of the three-hour class period (in addition to office hours and other appointments as requested). While I spend a couple minutes of this time on personal rapport and support, I always have pop quiz-type questions to discuss with them such as, "Tell me your understanding of the differences between internalizing and externalizing disorders for students in your (grade level) classroom." This allows the others to leave early and allows me important personal support opportunities to all students, disabled and nondisabled, and no student is singled out for any reason.

I emphasize at the beginning of the semester that much of the content of each class that I teach is not only for their learning and required by the State Department of Education, but also for the purpose of internalizing information as they write their comprehensive exams prior to the awarding of their graduate degree. I also emphasize to this end, the questions that I pose (or they pose!) are to assist them in reaching this goal in a situation that causes them the least amount of stress possible, and accommodates diverse backgrounds, abilities, and experiences--but in the form of no timed pop quizzes!

It should be understood that I am not advocating that students with disabilities do not need extended time on quizzes. Rather, I try to determine a way to eliminate the need for extended time by obtaining a quick perusal of students' progress in a venue other than a timed pop quiz-situation. Ruth J. Fink, Ph.D. Professor Adjunct (retired), Graduate School

Q: If we do not use notes for lecture, are we supposed to create notes?

A: No, faculty members are not required to create lecture notes if they do not have them. Please refer the student to Disability Support Services for suggestions to acquiring notes for class.

Q: If a student has a note-taker for their classes, can the note-taker be the one to write down the answers on exams?

A: The decision to have the note-taker also serve as a scribe or reader for a student's exam comes from Disability Support Services. DSS makes this decision based on note-taker availability. If the assigned note-taker is a student in the class, they would not be eligible to serve as the scribe as this would be a conflict of interest.

Q: If a website is used, do the web pages need to be printed or may we just provide an address?

A: If a website is viewed and used during a lecture to teach a concept and this information may appear on an exam the student should have a copy of the web pages. A student with a visual impairment may not know which web pages the faculty member wants him or her to know. Some websites contain many layers of information making navigation cumbersome, it is helpful to verbally state the page or tab to locate specific information.

If a website is mentioned as a reference for students to view on their own time, not mandatory or knowledge tested, then providing the address is fine.

Q: Electronic notification of instructors? (Students could opt in or out) or email a scanned version of DSS notice to student this gives student the option to forward to faculty. (This would allow information to be sent prior to the first class)

A: DSS presently uses the approach of having the student give the instructor the memo to foster self-advocacy. The instructor memo is not meant as a substitute for interaction between instructor and students, but rather to facilitate it. The student should schedule the meeting with the instructor to review the accommodations for which they have been approved and to negotiate how those accommodations will work in the class. For online courses students can either fax or scan/email the memo to their instructor. The interactive discussion should then occur by telephone or email. It is really up to the instructor and student to determine the preferred way the instructor receives the memo (i.e. paper or electronic). DSS will continue to strongly encourage students with disabilities to schedule a meeting with faculty to discuss the accommodation memo. However, we know there are times when the student with a disability will just leave the accommodation memo on the faculty member's desk or mailbox, or slip it under the door. In these instances we suggest faculty send an email to the student indicating receipt of the memo, noting what accommodations will be put in place, and requesting a meeting if there are logistics to discuss.

Q: Could student accommodations be emailed to instructors as a PDF file to make sure instructors receive the information? With the current process, there is no feedback loop to make sure faculty receive the information and when.

A: Instructor can sign and date instructor memo and have student initial it to confirm date of receipt

Q: Could DSS add a faculty signature line to the accommodation memo to document that the accommodation memo was received?

A: We have met with the leadership of the Academic Policies Committee to discuss this question. Through our discussion of the pros, cons, and the complexity of the issues with this method, we decided against this suggestion and instead opted for the method that is currently suggested in the DSS Faculty Guide on Accessibility. This guide is located on OwlNet, Instruction Tab, and Quick Links Channel. We agreed that following the meeting to discuss the accommodation memo faculty should send an email to the student to confirm both your understanding and the student's understanding of what accommodations will be put in place and any arrangements/logistics that have been made about the accommodations. This follow up contact can help to ensure that all parties are on the same page.

Q: How about creating a DSS FAQ for Faculty which would offer suggestions or examples for specific student requests or issues?

A: Faculty should make use of the DSS Faculty Guide located on OwlNet, Instruction Tab, Quick Links Channel, Handbooks-Credit Faculty, Chapter 7, Students with Disabilities Services and Procedures. The Faculty Guide includes examples for specific student requests and issues.

Q: What if students choose to not use an accommodation?

A: Students with disabilities have the right to elect to use their accommodations or not. Faculty need to make it clear through the interactive process with students that by not using their accommodations that are listed on their memos they are electing not to have them in place for the class session. If the student agrees then faculty should document that the student has come to the agreement that they do not want to use their accommodations in class. For example, faculty could email the student, and 'cc' DSS, to express concern that the student is not using his or her approved accommodations, refer the student back to DSS to discuss their accommodations, and continue to follow what is on the memo (such as, continuing to make sure all test/quizzes are in the Test Center).

Q: Accommodation given to a student is double time for assessments, what about psychomotor assessments? Should double time be given? What if double time is not the practice standard, would this be a fundamental alteration?

A: Double time is given most often for processing difficulties, attention issues, fine motor skills, and memory issues. If the student has been approved for double time, the student should still have double time for psychomotor assessments. The issue may not be the student's fine motor skills; however, they will still have difficulty processing what they are being required to do, may have difficulty attending to the skill being requested, or may have difficulty remembering what they are being asked to do; so although double time may not be needed for the actual skill, their disability requires that they be given double time so they can demonstrate what they know.

If double time is not the practice standard, the student should still be allowed double time, unless it is a fundamental alteration of the course material or violates technical standards. Technical standards must cover **only** skills that are being taught at our institution. Remember we must accommodate individuals in an educational setting, not for future careers or licensing exams. Although we may be concerned that a student who can meet the expectations of a professional training program or career with accommodations may not find an employment setting that would offer accommodations, we must focus on the requirements of our institution.

Q: Are there disabilities that we cannot support?

A: Under the law, institutions of higher learning must make every effort to accommodate any individual with a disability. A "person with a disability" is someone with an impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. In addition, Section 504 of the Rehabilitation Act employs the term "otherwise qualified," which means that the person with a disability must be able to meet the essential eligibility requirements of a program, with or without accommodation, in spite of the restrictions imposed by the disability. DSS evaluates documentation and determines if individuals are eligible for accommodations. Each student with a disability will have a different level of functioning even within the same disability category. In addition, compensatory skills will vary widely from one student to another.

Q: If you provide something to one student, is there anything wrong with providing them to the class?

A: No, there is nothing wrong with providing something for the entire class that you provide for the student with a disability. That is what Universal Design is about. Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting. It provides equal access to learning, not simply equal access to information. It allows the student to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods. Instructors often post PowerPoint slides, allow all students to audio record class, and/or allow students to turn in parts of a large project for feedback before the final project is due. All of these are examples of Universal Design.

Universal Design accommodates the student with a disability, but also provides the traditional student with access to the same information. However, you must be careful. **You cannot say I will give double time to the entire class and expect that will take care of giving the student with the disability double time. The student with the disability should get double what traditional students get. If you give 2 hours and 40 minutes (double time) to the class, the student with the disability would get 4 hours and 80 minutes.**

Q: A student has asked for accommodations. What are accommodations? How do I know the student truly has a disability and needs accommodations?

A: Accommodations can be procedures, equipment, adjustments and/or auxiliary services provided to a student with disabilities that enable him/her to have an equal opportunity to participate in college. Some examples of accommodations include classroom and testing modifications, such as extra time, and auxiliary aids and services, such as providing signers for students who are deaf and readers for students who are blind. Students with disabilities are entitled by law to receive accommodations. The student will provide you with an Accommodation memo from Disability Support Services (DSS). This memo verifies that she/he has a disability, is registered with DSS, and is entitled to accommodations as indicated.

Q: Who determines disability related accommodations?

A: Determining disability related accommodations is an interactive process facilitated by DSS and involves you and the student as well. The following questions need to be asked and answered to identify the equitable accommodations.

- Is the individual a person with a disability?
- Is the individual otherwise qualified?
- What are the barriers resulting from the interaction between the documented disability and the learning environment?

- What are possible accommodations, modifications, or adjustments that might remove the barriers?
- Without these accommodations, would the individual still have access to the program, service, or activity?
- Would these accommodations compromise the essential elements of the curriculum and/or academic standards?
- Would these accommodations require a fundamental alteration in the nature of the program, service, or activity?

Once a student is determined to be qualified for accommodations, that student will directly deliver an accommodation memo to you at the beginning of the semester, or as soon as the accommodations have been determined. The memo serves as a catalyst for discussion of how the accommodations will be provided. The memo also informs you of who to contact if you need assistance with providing accommodations or if you question the accommodations.

Some classes require more creative accommodations due to the nature of the course or the complexity of the functional limitations. When this occurs, DSS will facilitate a dialog with the student and you to clarify the essential elements of the course and identify creative and equitable accommodations, considering the functional limitations of the student.

Q: What is a faculty member's role in providing accommodations?

A: You are responsible for providing accommodations as outlined on the accommodation letter. For example, you may be responsible to permit a student to have extra time on a test, or to enlarge handouts or exams. If you need assistance or clarification about any accommodation, please contact DSS at 443-412-2402 or visit the office in the Student Center.

Q: A student with a disability provided me with an accommodation memo that states he/she can have double time for the exam. What do I do?

A: The Test Center in Fallston Hall #105, x2352, facilitates testing accommodations for those students with disabilities receiving extended test time and/or the use of a private test room as an accommodation. Please drop your exam off at the Test Center the day before the scheduled exam. This student will not be present in class during test time. Instead, he/she will report directly to the Test Center to take the exam. Note on the exam cover sheet the time allowed for the exam and any materials allowed during the exam (if permitted). You are responsible to pick-up the exam from the Test Center and grade it like any other exam. DSS students are to take their exam on the same day and time it is given to the class, but as a faculty member you may make an exception for an earlier or later date and time.

Q: Are all students with disabilities registered with DSS?

A: No, registration or disclosure of a disability is voluntary. Some students with disabilities have chosen not to disclose their disability or seek services from DSS. Others may not have met the eligibility criteria for services. You should not provide students with accommodations unless they give you an accommodation memo.

Q: I have a student in class who told me that she/he has a disability, but since that time has never requested any accommodations. Am I still responsible for providing accommodations?

A: No, you are only responsible for providing accommodations if requested through the accommodation memo from DSS. However, it would be appropriate to speak to the student privately to let him/her know about DSS and encourage the student to visit the office and learn more about available services.

Q: I have a student who is having difficulty in my class. I think this student may have a disability. What should I do to help the student?

A: Talk privately with the student to discuss your observations. **Do not make any reference to a disability** while discussing your observations. 1) If the student reveals he/she has a disability, inform the student about DSS. If the student states that he/she is registered with DSS, refer the student to DSS for additional assistance. 2) If the student does not mention a disability, but might benefit from discussing their academic difficulties or learning study strategies, please refer to Advising, Career, and Transfer Services (443-412-2301) or Disability Services (443-412-2402) in the Student Center.

Q: How is extended time handled for take home tests?

A: Extra time for take home tests is not typically granted as an accommodation because “extra-time” is already inherent in the nature of the “take home test.” However, if the take home test is due shortly after (within 5 hours) of being submitted to the class, we ask that you allow for extended time to complete the exam. Some students may need to access assistive technology to answer the test, thus, taking longer to finish the exam. The appropriate amount of extended time should be decided between the student and the professor. DSS is available to answer any questions that may arise.

Q: What do I need to put on my Syllabus and announce about DSS?

A: It is important that all faculty put a statement about accommodations in their syllabus. The approved statement is: “Harford Community College is committed to serving students who have documented physical, learning, psychological, or other disabilities. Students who have a disability are responsible for contacting Disability Support Services as 443-412-2402 to discuss their needs and establish eligibility for services and accommodations. Because accommodations can take time to implement, if you have not already contacted DSS you should

do so immediately. All information shared with DSS is kept in accordance with relevant state and federal laws.

Q: Should Disability information be kept confidential?

A: The College has a legal responsibility to keep information about students' disabilities confidential. Students have a right to privacy in disability matters, and their confidentiality should be maintained. Please file notices of accommodation in a secure place and refrain from discussing a student's disabilities and necessary accommodations in the presence of fellow students or others who have no legitimate educational interest. In addition, students are not required to disclose information about their disabilities. Only DSS staff members have access to full documentation. However, students find it very helpful if you can take the time to listen carefully to what they share.

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

A: A faculty member who disagrees with the requested accommodation should contact DSS to discuss concerns. If you still have questions or concerns, you can contact the Director for Disability Services, your division Dean, or the Associate V.P. for Student Development.

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

A: No, the standards of a required assignment should be the same for all students. However, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their non-disabled peers. For example, a student with a learning disability in written expression may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of an accommodation.

Q: Should I provide accommodations without an accommodation memo?

A: Occasionally a student may ask you to provide accommodations, but you never received an accommodation memo from Disability Support Services (DSS). To protect yourself, the student, and your institution, you should recommend that the student channel any requests through Disability Support Services.

Q: As an instructor, am I responsible for making all of my handouts accessible?

A: Yes. All handouts given to students should be accessible to **all** students enrolled in your class. Instructor-created handouts should be developed in an accessible manner. If you review handouts during class time, students who need accessible documents will need to have the documents before class so that they can review the materials. You can discuss details with students, but some possible solutions include posting all documents on blackboard so all students can access the materials before class or emailing the documents directly to students.

Q: If I list books on reserve in the Library as recommended readings, do these have to be accessible? If so, who is responsible for making these books accessible?

A: All required or recommended instructional materials need to be accessible to **all** students enrolled in your class. In addition, all required or recommended books (including those on reserve in the Library) should be identified on the course syllabus and the College Bookstore should be notified of the adoptions for the course so that the books can be cross-listed with the particular course.

Q: What should I do about the videos I show in class?

A: All videos should be captioned, and the captions should always be turned on when you show the videos in class. You may not always know if there are students in your class that have hearing loss, and asking the class, “Is there anyone here who needs the captions turned on?” requires students to disclose personal and confidential information that they may otherwise not disclose. In addition, captions are helpful for reasons other than hearing loss or deafness. For example, individuals with attention difficulties benefit from captions and students who process information better visually rather than auditorally benefit from captioned videos.

Q: How do I know what materials I am responsible for making accessible versus what I should take to either DSS or the Instructional Resource Center?

A: Students request their books in alternate format from DSS, and the DSS office obtains their required and recommended textbooks in an alternate format. Instructors are generally not involved with this accommodation beyond their responsibility of identifying the textbook(s) they will be using by the predetermined date. Instructors are responsible for ensuring their handouts and other required readings are accessible. The Instructional Resource Center (IRC) provides instructional resources and pedagogical assistance in the area of educational technology.

A GUIDE FOR MAKING PUBLIC FORUMS ACCESSIBLE

We hope you find this information helpful in creating a fully accessible program for all students, staff, faculty, and guests. Please read through this carefully and feel free to contact DSS at any time to discuss any of these accommodations. We look forward to working with you and making your program enjoyable and accessible for everyone.

Interpreters & Transcribers

- All departments are strongly encouraged to advertise that accommodations are available upon request.

Seating

- Harford Community College does not provide wheelchairs for any individual. Information regarding resources within the community is available on the DSS website.
- Each department will need to reserve seating areas for guests requiring the services of a Sign Language Interpreter. This area should be located near the front of the audience area and in close proximity to the Interpreter. Unoccupied seats should be released when the program begins.
- As much as possible, individuals who use wheelchairs should be able to sit with their friends, companions, and among other participants comfortably. The set-up of your venue may need to be re-evaluated to ensure access for all participants. Chairs may need to be removed to accommodate the wheelchair. If participants need to access the stage, a ramp should be made available.
- Wheelchair seating in rooms with an auditorium style set up are usually located in the front or back. According to the fire marshal, the aisles must be clear at all times in case of an emergency.

Alternative Formats

To ensure equal access to information about HCC programs and/or events, the Office of Disability Support Services and the Copy Center have developed the following guidelines.

Production

- Submit all copy to the Copy Center as an MS Word document.
- Do not include images.
- Do not use text boxes or frames.
- Include a statement in the text that the publication is available in alternative formats upon request and supply contact information.
- Publications will e-mail your office an image-free MS Word document or an image-free PDF file.

Finished Publications

Fulfilling requests for alternate format publications is the responsibility of the department or office for which the publication was produced. DSS suggests following the procedures:

- Designate a specific person to handle requests for publications in an alternate format.
- The preferred format for alternate format publications to be e-mailed is text-only MS Word files, which the requester can print out in whatever size he or she needs.
- If someone requests a file in Braille, please contact DSS at 443-412-2402.

- If a requester cannot receive e-mail and requests a copy in large print, increase the font size as requested, reorient the copy if necessary (horizontal to vertical for example) and send a copy to the requester.

Audio-visual presentations with text must be shown with open captions. DSS is available for consultations on ensuring accessible A/V.

Sample Statement for Information Brochures

We suggest you add the following statement to all informational brochures, packets, and websites to inform all participants of the procedures for requesting accommodations.

“Please contact _____ (your contact person’s name) at least two weeks before _____ (your program/event date) to request accommodations for individuals with disabilities. This includes the need for materials in an alternative format (i.e. large print or Braille), Sign Language Interpreters, accessible seating, and parking information.”

If you have questions at any time during the development of your program/event, please feel free to contact DSS at 443-412-2402. We are available to attend meetings and planning sessions to assist you during the early stages of developing your program.

How Can Instructors Help

Universal Design

The following is excerpted from “The faculty Room” of www.washington.edu/doi website.

Universal design has been defined as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.

Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials and strategies to improve access for everyone.

Teaching and Learning Strategies

Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, expression, and engagement (<http://www.cast.org/>). Listed below are examples of instruction that employ

principles of UD. They are organized under eight performance indicator categories, with a goal statement for each (Burgstahler, 2007).

1. **Class climate.** Adopt practices that reflect high values with respect to both diversity and inclusiveness. Example: Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.
2. **Interaction.** Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. Example: Assign group work for which learners must support each other and that places a high value on different skills and roles.
3. **Physical environments and products.** Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. Example: Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.
4. **Delivery methods.** Use multiple, accessible instructional methods that are accessible to all learners. Example: Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students—consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, field work, and so forth.
5. **Information resources and technology.** Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. Example: Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins. Allow adequate time to arrange for alternate formats, such as books in audio format.
6. **Feedback.** Provide specific feedback on a regular basis. Example: Allow students to turn in parts of large projects for feedback before the final project is due.
7. **Assessment.** Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. Example: Assess group and cooperative performance as well as individual achievement.
8. **Accommodation.** Plan for accommodations for students whose needs are not met by the instructional design. Example: Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.

Lectures: Sharing Information with All

Often faculty have considered posting Power Point presentations or lecture notes on Blackboard or e-mailing them to students in advance and are unsure if the reward will compensate the extra work it takes to make these materials available. For all students, the ability to have access to the lecture materials at any time is invaluable. Reading over the Power Point prior to class helps them focus their attention to the material and may generate questions that can then be addressed in class.

For students with disabilities, you have provided an easy way for them to access the material and bolster their own notes and their understanding of the content. This is also the first step to make these materials even more usable for individuals who utilize screen readers or computer magnifiers as accommodations. If the image is a text file, in other words, and if users are able to copy and paste from the document you posted, they can now use assistive technology and maintain their independence and confidentiality.

Assignments and Examinations

- Ensure that exams test the essential skills or knowledge needed for the course or field of study.
- Some students will require extra time to transcribe or process test questions. Follow campus policies regarding extra time on examinations.
- Consider allowing students to turn in exams electronically (i.e. via email).

Laboratory

- Take the student on a tour of the lab she or he will be working in. Discuss safety concerns.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is accessible to and visible by everyone.
- Give oral and written lab instructions.

Reading Materials: Alternate Format & Online Accessibility

An important part of any course is the selection of books and other reading materials. While careful selection of these materials is the responsibility of the faculty, it is also part of the faculty's responsibility to do so in a timely manner.

For students with disabilities who desire their books in alternate format, timeliness is especially important because they not only must order their books in advance, but also submit them to be processed into an accessible format. Requests for these materials to DSS are processed in the order they are received, and we encourage our students to submit requests as soon as possible. Faculty can help support DSS by submitting their book lists to the HCC bookstore as early as possible, which will allow us to process requests for books prior to the beginning of the semester.

It is also important to note that students may request reading assignments be processed into alternate format. Faculty can help support DSS by checking that their materials are accessible prior to posting them for student use. A key factor to check for when determining the accessibility of an online document is whether it is a text file or an image file, and/or whether students will be able to copy and paste from the document. Posting accessible documents can help all students who may wish to use assistive technology while maintaining their independence and confidentiality.

Guidelines for Accessible Instructional Materials

The purpose of this document is to provide faculty with a simple tool to evaluate whether they have successfully created accessible course materials. It is the responsibility of the instructor to proactively design courses that are equally accessible to all students.

Types of Instructional Materials

Syllabus

- Did I create my syllabus in an accessible format?
<http://ww2.harford.edu/owlnet/info/AdjunctFacultyQuickReference.pdf>
- Did I use appropriate formatting so that students using assistive technology, such as text-to-speech software, can effectively access the information?
 - Checklist and tips on creating accessible documents [pdf] is available at http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf

Textbooks

- Did I submit my textbook adoption request to the College Store?
 - The Harford community College Best Practices for Textbook Adoptions is available at <http://ww2.harford.edu/CollegeStore/HCC%20Best%20Practices.pdf>
- Did I check to see if an electronic version of the textbook is available?

Library (Electronic) Reserves

- Did I submit my course reserves materials to the Library?
 - The Library Reserve Materials for Class form [pdf] is available at <http://www.harford.edu/academics/library/services/services-for-faculty.aspx>

Handouts (Lecture Materials, Tutorials, Assignment Description and/or Other Materials)

- Did I create my handouts in an accessible format?
 - Checklist and tips on creating accessible documents [pdf] is available in the Disability Support Services Faculty Guide on Accessibility located within owlNet http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf
 - Tips on creating accessible Word documents is available in the Disability Support Services Faculty Guide on Accessibility located within owlNet http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf
 - Tips on creating accessible PowerPoint documents [pdf] is available in the Disability Support Services Faculty Guide on Accessibility located within owlNet http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf

Internet Resources

- Are the Internet resources (e.g. websites, blogs, wikis, etc.) that I plan to use in class accessible for students?
- If there is a course web site is it accessible?
 - Check Employee Web Page Guidelines at http://ww2.harford.edu/OwlNet/PDF/irc/facultyresources/HCC_WebGuidelines.pdf
 - Tips on creating accessible websites is available in the Disability Support Services Faculty Guide on Accessibility located within owlNet http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf
- If the Internet resources are not accessible, do I have a plan so that all students can have access to the same information as those students who can?

Video Resources

- Are the video presentations (DVDs, video tapes, video podcasts, other video formats) available with closed captioning?
 - If not, is a transcript of the video presentation available?
 - If not, do I have a plan so that all students can have access to the same information?

Audio Resources

- Are the audio presentations (CDs, audio podcasts, audio clips, other audio formats) available with a transcript?
- If not, do I have a plan so that students who cannot access the audio can have access to the same information as those students who can?
- **Did I create my syllabus in an accessible format?**
<http://ww2.harford.edu/owlNet/info/AdjunctFacultyQuickReference.pdf>
- Did I use appropriate formatting so that students using assistive technology, such as text-to-speech software, can effectively access the information?
 - **Checklist and tips on creating accessible documents [pdf] is available at**
http://ww2.harford.edu/OwlNet/info/DSS_Faculty_Guide.pdf

Etiquette Tips for Interacting with People with Disabilities

When you interact with people with disabilities, treat them just as you would any other person-with respect and dignity.

- Look the student in the eye and speak directly to him/her, not to his or her companions, interpreter, or attendant.
- People with disabilities are generally used to coping with their disability but appreciate your help if needed.

- If students have trouble seeing or hearing or moving easily, remember that it is their eyes or ears or muscles that do not work as well as yours – beyond that, they have the same needs, wants, hopes, and desires as you do.
- See the person who has a disability as a person – like anyone else.
- Appreciate what the person can do.
- Treat adults as adults.
- Be considerate of the extra time it might take for a person with a disability to get things said or done.

Interacting with Service Animals:

In the course of your career at HCC, you might interact with a student who has a service animal. It is important to remember to address the student before acknowledging the service animal. Also, do not pet the service animal, and always ask the student's permission before petting a working service animal. If you have any questions regarding the presence of the service animal in your class, please contact the DSS office.

Guidelines for Service Animals on Campus

A service animal is defined as any animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual, or other mental disability. Examples might include pulling a wheelchair, assisting during a seizure, alerting to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability, and preventing or interrupting impulsive or destructive behaviors.

Under the Americans with Disabilities Act, individuals may use service animals in any public area unless doing so would pose a danger to the health or safety of others or cause undue burden. Individuals with disabilities who use a service animal on campus are not required to register with Disability Support Services. The ADA also stipulates that service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work task.

Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

A person with a disability cannot be asked to remove his service animal from the premises unless:

1. The dog is out of control and the handler does not take effective action to control it
2. The dog is not housebroken

When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.

For additional information about service animals, please visit the ADA Website at www.ADA.gov

Hearing Impairments

People with hearing impairments communicate in a variety of ways. It depends on several factors: the age which deafness began, the type of deafness, the amount of residual hearing, speech reading skills, speech abilities, personality, family environment, language skills, educational background, and personal preference.

Students with hearing impairments will use a combination of modes of communicating that may include, sign language only, sign language and speech only, writing, body language and facial expression. Faculty may communicate with the students in several ways. The important thing is to find out which combination of techniques works best with each person. It is the responsibility of the student with a learning impairment/deafness to inform you of his or her particular communication needs.

Examples of typical accommodations for students with hearing impairments include:

- Interpreters
- Sound amplification systems
- Notetakers and real-time stenocaptioning
- Preferential seating

Tips for the classroom:

- If necessary, get the person's attention with a wave of the hand, a tap on the shoulder, or another visual signal.
- Speak clearly and slowly but without exaggeration. Do not shout or over-pronounce.
- Use pantomime, body language and facial expressions to help communicate.
- Be flexible in your language. Change the words around or rephrase your statements if you aren't being understood. Short sentences are easier to understand.
- Allow for clear view of your face – the person may be speech reading. Do not speak directly into the ear.
- Avoid standing in front of a light source, such as window or bright light. The glare and shadows created on the face make it difficult for the person to speechread.
- Try to maintain eye contact. If the interpreter is present, continue talking directly to the student; she/he will turn to the interpreter as needed.
- Do not be embarrassed about communicating via paper and pen/pencil. Getting the message across is more important than the medium used.

If you plan on showing films or videos, please inquire as to the availability of a captioned or close captioned version. If assistance is needed, please contact Disability Support Services.

SEIZURE DISORDER INFORMATION

What is a Seizure? A seizure is a series of misfiring neurons in the brain that affect a person's behavior. The out-of-sync signals may keep the brain from understanding what the eyes see, or may weaken leg-muscle tone and cause a person to lose balance and fall. Some people stare, some fall down, and some lose consciousness entirely.

Are there different types of Seizures? Yes. The most commonly known are Petit-Mal and Grand-Mal Seizures. A Petit-Mal or absence seizure often makes the person stop and stare for a moment or two. A Grand-Mal or Tonic-Clonic seizure often makes the person fall, get stiff, and then shake. There are also conditions that look like seizures but really aren't seizures at all. They are called pseudoseizures- literally, false seizures. A false seizure is considered a psychological condition. Without really thinking about it, the mind "decides" to have a seizure. Pseudoseizures are often a way of coping. They are a way in which the mind can try to deal with some difficulty. Other types of seizures can make a person fall, or jerk just one arm or leg, or change the way things look, sound, taste, or feel.

What triggers them? Each person's condition is different. However, some of the common triggers include flashing lights, lack of sleep, stress, loud noise, change in temperature, diet, or change in medication. Most times there is no way to tell. However, not taking medication regularly will often cause a seizure. For these reasons, many people with seizure disorders will track their seizures (time of day, circumstances).

Suggested Guidelines for Epilepsy and Seizure Disorders

- 1) Remain Calm. Please keep in mind that other students will tend to mirror the emotional reaction of the instructor. Note: the seizure is painless.
- 2) Clear the area around the individual so that he/she does not injure him/herself on hard or sharp objects. Try not to interfere with movements in any way.
- 3) Please refer to the Student Intervention Procedures for medical emergencies outlined in the following link; <http://www.harford.edu/student-services/student-intervention-services/about-student-intervention.aspx>

The most important thing is to REMAIN CALM and CALL FOR ASSISTANCE, IF NECESSARY.

For more information about Seizure disorders and Epilepsy, call the Epilepsy Foundation of America at 1-800-EFA-1000 or www.efa.org

GUIDE FOR WORKING WITH STUDENTS WITH ASPERGER'S SYNDROME

Asperger's Syndrome is a developmental disorder disability that is characterized by social interaction deficits, impaired communication skills, and unusual behaviors. It is sometimes referred to as "high functioning autism." Tony Attwood, one of the foremost authorities in the field of Asperger's Syndrome, describes it as: "A neurological disorder that affects one's ability to understand and respond to other's thoughts and feelings."

The following characteristics may be present in an individual with Asperger's Syndrome. Due to the diversity and complexity of this disability, some of the characteristics or problems discussed may not be evident in a particular individual. An understanding of these characteristics is important, because the behavior of these individuals is frequently misinterpreted. Many behaviors that seem odd or unusual are due to the disability and not the result of intentional rudeness.

General Characteristics

- Frequent errors in the interpretation of body language, intentions or facial expressions of others
- Difficulty understanding the motives and perceptions of others
- Problems asking for help
- May show motor clumsiness, unusual body movements and/or repetitive behavior
- Often have difficulty with the big picture, perseverate on the details (can't see the forest for the trees)
- Difficulties with transitions and changes in schedule
- Wants things "just so"
- Problems with organization (including initiating, planning, carrying out and finishing tasks)
- Deficits in abstract thinking (concrete, misses the "big picture," focuses on irrelevant details, difficulty generalizing)

- Unusual sensitivity to touch, sounds, and visual details, may experience sensory overload

Functional Impact Upon:

Communication and Social Skills:

- Difficulty in initiating and sustaining connected relationships with people
- Poor quality eye contact
- Problems understanding social rules (such as personal space)
- Impairment of two-way interaction (May seem to talk "at you" rather than "with you")
- Conversation and questions may be tangential or repetitive
- Restricted interests that may be unusual and sometimes become a rigid topic for social conversations
- Unusual speech intonation, volume rhythm and/or rate
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)
- Do not use absolute words such as always or never unless that is exactly what you mean
- Clear directives should be used when:
 - a student invades your space or imposes on your time
 - giving assignments or specifying revisions to submitted work
 - the student's classroom comments or conversational volume becomes inappropriate

Writing

- Papers may be redundant, as they return to the same topic focus repeatedly
- Able to state facts and details, but will be greatly challenged by papers requiring
 - taking another's point of view
 - synthesizing information to arrive at a larger concept
 - comparing and contrasting to arrive at the "big picture"
 - arriving at the "big picture"
 - the use of analogies, similes or metaphors
- Clear, detailed directives should be used when referring to revisions that need to be made to a piece of writing.
 - Have the student make a "to do list" of what needs to be changed
 - Number the changes on their writing so they have an order to follow
 - If modeling writing rules, write them on a separate sheet for future reference
 - Keep directions simple and direct
 - Ask students to repeat directions in their own words to check comprehension

Example: (Student arrives at your office at 1:40). "We have only 20 minutes to work together. At 2:00, I'm going to ask you to take my suggestions home and start making changes to your paper. Come to my office tomorrow afternoon at 3:00 and show me what you've done."

Some considerations:

These students may have impressive vocabularies and an excellent rote memory, but may have difficulty with high-level thinking and comprehension skills. They can give the false impression that they understand, when in reality they may be repeating what they have heard or read. Many individuals with Asperger's Syndrome are visual learners. Techniques suggested for students with learning disabilities who are visual learners are often helpful.

Instructional Strategies

- Clearly define course requirements, the dates of exams and when assignments are due. Provide advance notice of any changes.
- Teach to generalize and to consolidate information.
- Go for gist, meaning and patterns. Don't get bogged down in details.
- Use scripts and teach strategies selectively.
- All expectations need to be direct and explicit. Don't require these students to "read between the lines" to glean your intentions. Don't expect the student to automatically generalize instructions. Provide direct feedback to the student when you observe areas of academic difficulty.
- Encourage use of resources designed to help students with study skills, particularly organizational skills.
- Avoid idioms, double meaning and sarcasm, unless you plan to explain your usage.
- If the student has poor handwriting, use of a computer may be easier for her/him.
- Use the preoccupying interest to help focus/motivate the student. Suggest ways to integrate this interest into the course, such as related paper topics.
- The setting for tests should account for any sensitivity to sound, light, touch etc.

This information provided by The University of Minnesota Disability Support Services

Student Code Incident/Behavior Report

Referral Procedure

Harford Community College does not provide therapeutic counseling services to students, faculty, or staff. Students with disabilities must uphold the same standards of professional behavior as all other students. Authorized staff may meet with a student as needed for community referrals. The staff member may also assist students in contacting community resources. For more information, call the Priority Line at 443-412-2218. For additional procedures please refer to the link below;

<http://www.harford.edu/student-services/student-intervention-services.aspx>

Disability Related Resources

For further information regarding academic adjustments, auxiliary aids, and/or services in higher education please refer to the following web sites from the Department of Education:
<http://www.ed.gov/about/offices/list/ocr/docs/auxaids.html>

Questions and Answers on Disability Discrimination under Section 504 and Title II:
<http://www.ed.gov/about/offices/list/ocr/ga-disability.html>

The Civil Rights of Students with Hidden Disabilities under Section 504 of the Rehabilitation Act of 1973: <http://www.ed.gov/about/offices/list/ocr/docs/hq5269.html>

Disability Discrimination: Overview of the Laws:
<http://www.ed.gov/policy/rights/guid/ocr/disabilityoverview.html>

Overview of Accessible Documents:
<http://www.washington.edu/accessibility/documents/overview/>

Creating Accessible Documents in Microsoft Word:
<http://www.washington.edu/accessibility/documents/word/>

Fixing Inaccessible PDFs Using Adobe Acrobat Pro:
<http://www.washington.edu/accessibility/documents/pdf-acrobat/>

Creating Accessible PDF Forms Using Adobe Acrobat Pro:
<http://www.washington.edu/accessibility/documents/pdf-forms/>

Creating Accessible PDFs from Adobe InDesign:
<http://www.washington.edu/accessibility/documents/indesign/>

Website Accessibility: <http://waped.org/wp/website-accessibility/>

WCAG 2.0 Quick Reference: <https://www.w3.org/WAI/WCAG20/quickref/>

Keyboard Accessibility: <http://webaim.org/techniques/keyboard/>

Web Accessibility Evaluation Tool: <http://wave.webaim.org/>

WAVE Browser Extension: <http://wave.webaim.org/extension/>

Color Contrast Checker: <https://www.paciellogroup.com/resources/contrastanalyser/>

Penn State University's Color Accessibility Site: <http://accessibility.psu.edu/color/colorcoding/>

WebAIM Semantic Structure: <http://webaim.org/techniques/semanticstructure/>

WebAIM Links and Hypertext: <http://webaim.org/techniques/hypertext/>

WebAIM Alternative Text: <http://webaim.org/techniques/alttext/>

OSU Alternative Text for Images: <http://oregonstate.edu/accessibility/alttext>

Captions, Transcripts, and Audio Descriptions: <http://webaim.org/techniques/captions/>

Join the faculty listserv on teaching students with disabilities. Project PACE is pleased to make available the listserv CurriculumAccess-L. This listserv provides an opportunity for faculty to share resources and get answers to questions related to teaching students with disabilities. It also offers an avenue for publicizing workshops and professional development opportunities. <http://www.ualr.edu/pace/>

A web-based training program, "In Their Shoes," is available if you would like additional information on disability issues in higher education. To access the program, go to <http://www.aa.psu.edu/intheirshoes>. The passwords are listed below:

- a. College ID: Harford
- b. User ID: 176

www.chadd.org Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)

www.afb.org American Foundation for the Blind

www.shhh.org The Hearing Loss Association of America

www.nmha.org National Mental Health Association

www.health.gov/nhic National Health Information Center

www.nacdd.org National Association of Councils on Developmental Disabilities

www.biausa.org Brain Injury Association of America

www.washington.edu/doiit/ Disabilities Opportunities Internetworking Technology (DO-IT)

www.ahead.org Association on Higher Education and Disability

Music

- Resources on working with a Blind music student:

- o <http://www.blindmusicstudent.org/>
- o <http://brenthugh.com/braillem/braimfaq.html>
- o <http://www.musicvi.com/>

Nursing

- On the continuing education page of ExceptionalNurse.com, we offer a continuing education program for nursing educators "When you student is Deaf". A nursing faculty member shares her experiences with two students who are d/Deaf. <http://www.exceptionalnurse.com/>
- Association of Medical Professionals with Hearing Loss (AMPHL) www.amphl.org
- "Nursing with the Hand you are Given: A message of hope for nursing students with disabilities" Susan Fleming is a nurse who was born missing her left hand. She has been a nurse for over 20 years and currently teaches nursing at Washington State University. The DVD is presented through the eyes of a prospective nursing student with a disability who interviews Susan Fleming. Susan takes the student to the nursing skills lab where she demonstrates the following skills: sterile gloves, clean gloves, sterile dressing, tying a patient gown, lifting a patient and giving an injection. The DVD is 45.00 plus tax and shipping. You can order/preview the DVD at: (<http://nursing.wsu.edu/IAT/tv.html>) or call (509) 324-7321 or email icn productions@wsu.edu

Universal Design:

- <http://www.facultyware.uconn.edu/>
- <http://www.cast.org/research/udl/index.html>