
Agenda:

8:30-9:10 a.m. . . . . . . . Registration and Continental Breakfast
9:10-9:30 a.m. . . . . . . . Opening Remarks: Dr. Jeremy Osborn, Director, Center for Teaching Excellence and Diane Sparks, Professor of Education and 2012-2013 Excellence in Education Award winner
9:30-10:30 a.m. . . . . . . Keynote: Irene Bowen, J. D., President, ADA One, LLC
10:30-10:45 a.m. . . . . . Break
10:45-11:45 a.m. . . . . . Session 1
11:45 a.m.-12:30 p.m. . Lunch
12:30-1:30 p.m. . . . . . . Session 2
1:30-1:45 p.m. . . . . . . . Break
1:45-2:15 p.m. . . . . . . . Students with disabilities Q &A Panel: facilitated by Sarah Rose, Disability Support Services Counselor
2:15-2:30 p.m. . . . . . . . Closing Remarks

Keynote

Disability Rights and Responsibilities: Ours, Yours, and “Theirs”

More and more students come to college with disabilities, and are more aware of their rights under the Americans with Disabilities Act and related laws. What are these rights, and how does the College as a whole ensure that it fulfills its obligation to comply with the laws? We’ll explore the ways faculty or staff could unwittingly put the college out of compliance, the consequences, and ways to avoid that result.
Speaker Biography

Irene Bowen, J.D., President, ADA One, LLC

Ms. Bowen is a nationally recognized ADA consultant, trainer, and speaker. Before starting her firm in 2009, she was Deputy Chief of the Disability Rights Section at the Department of Justice, where she oversaw enforcement of the ADA and was actively involved in the development, and subsequent revisions, of the original ADA accessibility guidelines as well as DOJ’s Title II and Title III regulations. She has presented frequently for higher education audiences as a keynote speaker and workshop trainer. She advises colleges, universities, private entities, and state and local governments on compliance with the ADA and related laws, and she assists them in developing self-evaluations and transition plans. She has authored or contributed to three guides on implementing the ADA.

Session Titles, Abstracts, and Facilitator Information

The alma mater of each facilitator is listed in *italics.*

Reasonable? Examining the Who, What, Why, and How of Accommodating Students with Disabilities at GRCC

This session explores the accommodation process for students with disabilities at Grand Rapids Community College. Topics include basic legal requirements and definitions, sample accommodations, rights and responsibilities. There is discussion regarding how decisions are made in the Disability Support Services Office, plus the impact that disability documentation plays in making those decisions.

Anne Sherman, MA, LPC
Professor/Director/Counselor
Occupational and Disability Support Services
Grand Rapids Community College
*Michigan State University*

Ron Ralya, MA, LPC, NCC
Professor/Counselor
Counseling and Career Center
Grand Rapids Community College
*Western Michigan University*
Universal Design for Learning and Accessible Course Content

This session explores how to incorporate universal design principles and accessible content in your Blackboard Learn course. Objectives include understanding and implementing Universal Design for Learning and accessibility in your course. Included are five best practices to help ensure your online course is conducive for supporting all learners.

Cheryl Kautz, MBA
Adjunct Professor of Computer Applications, Grand Rapids Community College
Cornerstone University

Ann Alexander, MA, MBA
Professor of Business
Grand Rapids Community College
Western Michigan University

Beyond ADA – Applying Universal Design Solutions for Learning Places

The Americans with Disability Act is a good start, but it is only a quota system. What if we employed a universal design approach more like the Europeans? What would our learning spaces have to address in order to comply with this idea? This presenter will share issues relative to ADA and universal design applications information relative to formal learning spaces for an educational environment. An interactive session will provide the audience with some “hands on” opportunities to experience what an environment might be like should we not address these important issues. In the interactive segment, attendees will discuss the pros and cons of these two design approaches. A Q&A session will follow.

Lennie Scott-Webber, PhD
Director Education Environments, Steelcase Inc.
University of Tennessee

Different Learning, Different Teaching

Research on how people learn and how the brain works can help us develop instructional practices that address the needs of students with differing learning styles and disabilities. This session will focus on how learners learn and how to account for those differences in course design and delivery.

Nanette Clatterbuck, MEd
Associate Provost of Graduate and Professional Studies
Aquinas College, Grand Valley State University
Instructional Technology, Assistive Technologies, and Accessibility

Technology presents several opportunities and challenges in the area of accessibility. This session will focus on two areas related to accessibility and technology. First, it will cover the accessibility features of some of our systems here at GRCC (Blackboard and iClickers, for example) and how to create accessible content. Second, it will discuss basic assistive technology useful by students with disabilities of all ages, with a focus on post-secondary students. Methods to scan print material, text reading, screen magnification, speech recognition, and notetaking aids will be discussed and demonstrated. Participants will gain an understanding in what assistive technology is, how it benefits students with disabilities, and how various products can benefit all post-secondary students in general.

Jeff Sykes, BS
Assistive Technology Coordinator,
Disability Support Resources
Grand Valley State University

Meegan Willi, MEd
Instructional Technologist and Designer
Grand Rapids Community College

Grand Valley State University
ATACP Certification,
California State University, Northridge

Other Speakers/Facilitators
Sarah Rose, MA, LPC
Counselor, Disability and Occupational Support
Grand Rapids Community College
Western Michigan University

Diane Sparks, MA
Professor of Education
Grand Rapids Community College
Michigan State University

Jeremy Osborn, PhD
Director, Center for Teaching Excellence
Grand Rapids Community College
University of Arizona
Helpful Tips and Information
Creating an accessible campus for all begins with knowledge that is then translated to action. This section contains information and tips to guide you as you work with students.

Rights and Responsibilities of Students, Faculty, and DSS
As an institution, Grand Rapids Community College has a responsibility to provide reasonable accommodations to a student’s known disability in order to afford him/her an equal opportunity to participate in the College’s programs, activities, and services. This responsibility takes different forms for faculty, students, and the staff of Disability Support Services.

Faculty Rights
• Request verification of a student’s eligibility for any requested accommodations. Such verification will be in the form of a letter written by a DSS counselor/advisor and delivered by the student or campus mailed directly to you. DSS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations. Faculty should not view this documentation.
• Expect the student to initiate accommodation requests.
• If the student is taking their tests at DSS, expect DSS to administer exams in a secure and monitored environment.

Faculty Responsibilities
• Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers.
• Provide accommodations only to students who are registered with DSS. It is NOT your responsibility to provide accommodations to students who are not registered with DSS.
• Use a syllabus statement and class announcements to invite students to disclose their needs.
• Act immediately upon getting a student’s request for accommodations by contacting DSS (if unsure about request), by providing the service or by meeting with students. For information on proctored exams see www.grcc.edu/academic-testing-services/disability-testing
A DSS Test Request is a form that facilitates exam accommodations and should be completed by the student. The student is responsible for returning the Test Request to DSS. If you have questions, contact DSS.

• If a student needs alternative media, please provide DSS with syllabi, textbooks, course packets etc, well before classes begin (5 weeks prior to the start of the semester is recommended) in order for students with disabilities to use alternative media when all other students have course materials. With such timely consideration, students with disabilities who have alternative media needs for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Alternative media may be print material in Braille, audio, scanned onto discs, or enlarged. If you are using instructional software that is not accessible, you may be required to convert equivalent information into an accessible format, or discontinue use of the material.

• Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.)

• Consider incorporating principles of Universal Design for Learning in your teaching. A fact sheet is available on Universal Design from DSS or online via www.ada.osu.edu/resources/fastfacts

• Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as emails regarding student disability-related information in a protected location.

• Clearly communicate your testing procedures with the student and with DSS.

• Consult with students with disabilities and DSS in providing appropriate accommodations.

• PLEASE NOTE: Faculty do NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty do NOT have the right to ask about the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.
Student Rights

- Expect all disability-related information to be treated confidentially.
- Receive appropriate accommodations in a timely manner from faculty or DSS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. Please keep in mind that DSS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.
- Appeal decisions regarding accommodations and auxiliary aids. For more information, contact DSS.

Student Responsibilities

- Provide DSS with appropriate documentation of the disability.
- Go to the instructor’s office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.
- Initiate requests for specific accommodations in a timely manner, preferably early in the semester.
- Follow procedures with faculty and DSS in order to get the appropriate accommodations.
- Inform DSS of the materials you need in alternate format as soon as possible.
- Notify faculty/DSS immediately when an accommodation is not being provided completely or correctly.
- Notify faculty/DSS immediately when a decision has been made to not use an accommodation or the accommodation is no longer needed.
- Provide for their own personal independent living needs or other personal disability-related needs. For example, coordinating services of personal care attendants or acquiring homework assistance are student responsibilities and are not the responsibilities of DSS.
DSS Rights

• Receive appropriate documentation from the student prior to services being initiated.

• Expect students and faculty to work cooperatively with DSS to facilitate academic accommodations.

• Deny unreasonable academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the college.

• Deny academic accommodations/services if appropriate documentation has not been provided.

DSS Responsibilities

• Collect, evaluate, securely house disability documentation and determine eligibility for services.

• Treat and protect all disability-related information as confidential medical information.

• Meet with the student privately in an accessible location to discuss disability-related needs.

• Administer exams as directed in a secure and monitored environment.

• Provide appropriate accommodations in collaboration with the instructor and student.

• Provide print materials in accessible format once the faculty member and student identifies them.

• Communicate procedures clearly to the student and the faculty.

• Assist students with disabilities in understanding their strengths and functional limitations. Provide them with the skills to become self-advocates.

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Tips for Instructors

1. Provide accommodations for students with disabilities by collaborating with the student and DSS.
2. Include a statement regarding accommodations in your syllabus.
3. Choose textbooks and other printed materials well in advance.
4. Make course materials available in multiple formats. For example, offering electronic versions of printed handouts allows students to use their own specialized computer equipment to access material. During the textbook selection process, ask about the availability of alternative formats such as electronic versions.
5. Do not feel obligated to provide accommodations if a student with a known disability has not requested them. It is not your responsibility to determine what accommodations should be made.
6. Do not provide accommodations to students who are not registered with DSS.
7. Treat students with disabilities as you would any other student in the class. They appreciate accommodations and respect but should not be singled out in front of their peers.
8. Use variety in your teaching methods, assignments, and evaluation. Give students opportunities to learn content in multiple ways and to demonstrate their mastery of content in multiple ways.
9. Be flexible and willing to adapt. Learning is a collaborative endeavor. Students with disabilities often face multiple barriers in their education and your flexibility can go a long way toward facilitating their success.
10. If you have questions, please consult with DSS at (616) 234-4140.
FAQ’s About Disability Rights and the ADA

Q: Who is responsible for determining appropriate accommodations?
A: Disability Support Services (DSS) is the campus office that reviews documentation and determines appropriate accommodations. If a student has been deemed eligible for accommodations, that eligibility is verified in the form of a letter written by a DSS counselor/advisor and delivered by the student or campus mail to you.

Q: A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations?
A: You may ask the student to provide you with a verification letter from DSS.

Q: Am I required to lower the standards of a required assignment because the student has a disability?
A: No. The standards should be the same for all students, but some students with disabilities may demonstrate their learning differently than their peers.

Q: Are there limits to the lengths to which an institution must go to provide accommodations and services?
A: Yes. Services must be provided unless doing so would result in “fundamental alteration” of the program or “undue financial or administrative burdens” for the institution. It is important to note, however, that many accommodations cost little to nothing to implement and institutions are expected to make every effort to provide reasonable accommodations.

Q: Can individuals be personally liable for failure to provide approved accommodations and or/ accessible materials to students with documented disabilities?
A: YES. College insurance coverage for faculty and staff does not extend to willful acts by employees who disregard College directives to comply with legal obligations of the institution.

Q: Who determines whether an accommodation is “reasonable”?
A: DSS determines what accommodations are reasonable. Instructors must provide approved accommodations and ensure that class materials are provided in accessible formats to students who have provided the instructor with evidence of DSS approval of accommodations. Materials must be accessible to students in the same time frame that other students in the class receive the materials so that students with documented disabilities can keep pace with the class assignments and test schedules.
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For more information...

Disability Support Services at GRCC: www.grcc.edu/disability

Accessibility Subject Guide (from the GRCC Library and Learning Commons): www.subjectguides.grcc.edu/access

Info on the accessibility of Blackboard at GRCC: www.grcc.edu/bbaccessibility

The Disabilities, Opportunities, Internetworking, and Technology Center at the University of Washington (offers many helpful resources for faculty, students, and administrators regarding accessibility and Universal Design): www.washington.edu/doit

The Association on Higher Education and Disability: www.ahead.org

CAST (the primary source for information on Universal Design): www.cast.org/index.html


Ohio State University Partnership Grant Fast Facts: www.ada.osu.edu/resources/fastfacts

The Center for Teaching Excellence is committed to collaboration and inclusiveness. If you have comments or suggestions regarding Faculty Learning Day 2013 or future events, please send them to teachexcellence@grcc.edu. Also, visit us online at www.grcc.edu/teachexcellence and “Like” us on Facebook at www.facebook.com/teachexcellence.

If you would like this document in an alternative format, please contact the Center for Teaching Excellence at teachexcellence@grcc.edu.

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