FACULTY HANDBOOK

Support Services for Students with Disabilities
Glen Oaks Community College
Non-Discrimination Statement

It is the policy of Glen Oaks Community College that no discriminatory practices based on gender/sex, race, religion, color, age, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, employment or in policies governing student conduct and attendance. Any person believing that Glen Oaks Community College or any part of the organization has engaged in a discriminatory practice should contact the Associate Dean of Instruction and Civil Rights Coordinator at 62249 Shimmel Rd., Centreville, MI 49032; (269) 467-9945.
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Welcome

Welcome to the Glen Oaks Community College Support Services for Students with Disabilities Faculty Handbook. This handbook was written with you, the faculty of Glen Oaks, in mind.

The purpose of this handbook is three-fold. First, I have provided a link to some very practical and helpful information related to teaching individuals with specific disabilities (see Appendix Two). This information gives frequently asked questions about the disability, a general overview of the disability, and teaching tips related to the disability. There is information for each of seven categories of common disabilities included. Second, I hope to answer common questions asked by faculty about the Support Services for Students with Disabilities Office (see Appendix Three). Finally, I hope to provide you with a basic resource containing information on the Glen Oaks Community College Support Services for Students with Disabilities Office policies and practices.

I greatly appreciate your critical role in working with our students with disabilities. I hope this handbook is a useful tool as you serve this important population.

Differences Between High School and College in the Provision of Services for Students with Disabilities

The provision of services for college students with disabilities is a subject about which there tends to be much confusion. Very often, students and their parents form their expectations about their rights and responsibilities based on their high school experiences. Although this is understandable, it is unfortunate, because students tend to think they have exactly the same rights and responsibilities in college that they had in high school. This is not the case. Listed below are some of the major differences between high school and college in the provision of services to students with disabilities.

- In high school, students are protected by three laws: IDEA (Individuals with Disabilities Education Act), Section 504 of the Rehabilitation act, and Title II of the Americans with Disabilities Act. In college, IDEA, which covers students with disabilities until they graduate from high school or turn 21, no longer applies.

- In high school, the school seeks out the student to provide services. In college, the student is responsible to seek out and request services.

- In high school, education is mandatory. In college, education is voluntary.
• In high school, the school district is responsible for providing remedial services and receives federal funding to do so. In college, the provision of remedial services is not required and no federal funding is provided for the provision of remedial services.

• In high school, students may be placed in special education classrooms or resource rooms. In college, no special placement is provided.

• In high school, the school district is responsible to conduct and pay for necessary assessments and evaluations at no charge to the student. In college, the student is responsible to obtain the necessary assessments and evaluations and to provide the results to the college.

• In high school, parents must consent to evaluations and placement decisions. In college, parents are not consulted in the evaluation and placement process.

• In high school, the school district develops a comprehensive Individual Education Plan. In college, the advisor for students with disabilities works with the student to determine necessary accommodations to meet the student’s educational need.

• In high school, the school district ensures that the plan is implemented. In college, the student is responsible for following the plan.

• In high school, fundamental alteration of course content is sometimes allowed. In college, fundamental alteration of course content is never allowed.

• In high school, special education is provided as needed. In college, special education is never provided.

• In high school, personal services are provided as needed. In college, personal services are not provided.

• In high school, decisions are made by the educational team. In college, decisions are made by the student.

In high school there is a success orientation. In college there is an ability to compete orientation.
Confidentiality

All of our services are strictly confidential. We take this responsibility very seriously. Unless the student gives us written permission, we will not release any information about their disability to anyone outside of the Disability Support Services office. The student decides who they want to know about their disability and how much they want them to know.

What Services Are Available To Students with Disabilities?

There are many services available to students with documented disabilities who are registered with the Support Services for Students with Disabilities office at Glen Oaks Community College. Below is a partial listing of available services.

1. Academic Advising: The advisor for students with disabilities is available to assist students with documented disabilities with developing a schedule, and registering for their classes.

2. Accommodations: A wide range of accommodations are available, depending on the student’s disability and documentation.

3. Adaptive Equipment: Various kinds of adaptive equipment are available to eligible students with documented disabilities.

4. Advocacy: Although self-advocacy is a very important responsibility for disabled students, the Support Services for Students with Disabilities office exists to advocate on the student’s behalf with Glen Oaks Community College faculty, staff, and with the community at large.

5. Assistance with Organizational Skills: One of the things that is essential to success in college is being organized, and therefore able to track and meet all of your responsibilities. The Support Services for Students with Disabilities office can help students learn and effectively use these important skills.

6. Auxiliary Aids: A Wide range of auxiliary aids are available, depending on the student’s disability and documentation.

7. Career Counseling: Career counseling is available for all Glen Oaks Community College students. The advisor for students with disabilities can help students with disabilities with their unique challenges in selecting and training for a rewarding career.
8. Documentation of the Existence of Disability to Instructors: Although the Support Services for Students with Disabilities office does not disclose specific disabilities they can, with the student’s permission, confirm to instructors that the student is disabled, is registered with the Support Services for Students with Disabilities office, and is entitled to specific accommodations.

9. Referral to Community Agencies: The Support Services for Students with Disabilities office has referral information for a number of local community agencies and can assist the student by making a referral to these agencies as needed.

10. Supplemental Financial Support: Students who are eligible to participate in the Occupational Student Success Program may be eligible for supplemental financial support to pay for any tuition, fees or books not covered by free financial aid, and to pay for costs associated with childcare. The student must be pursuing an approved occupational program to be eligible for this assistance.

11. Transitions/College Success Strategies: The Support Services for Students with Disabilities Office can help students make the sometimes difficult transition from high school to college.

12. Troubleshooting: The Support Services for Students with Disabilities office will help students troubleshoot problems related to their disability and how it impacts their experience at Glen Oaks Community College.

What Is an Accommodation?

The technical name for an educational accommodation is an “academic adjustment,” and that is exactly what an educational accommodation is. Students with documented disabilities are entitled to receive reasonable accommodations, or academic adjustments, that will level the playing field and allow them to compete on an equal basis with non-disabled students.

The purpose of accommodations is to assure that students with disabilities are not discriminated against based on their disability. Accommodations are as varied as individuals with disabilities.
What Kinds of Accommodations Are Available?

A wide variety of accommodations are available, depending on the student’s disability and documentation. Receiving additional time on tests, being allowed to test in a quiet environment, being allowed to listen to music during testing, receiving readers for tests, receiving permission to record lectures, getting electronic versions of textbooks, the use of a scribe, special seating arrangements, print enlargements, note takers, the use of a mobility scooter, etc. are available for use by qualified students.

In addition, auxiliary aids, including tape recorders, the use of special ergonomic keyboards, voice recognition software, screen readers, large monitor computer stations, FM amplification systems, telephone amplification systems, spell checkers, special magnification machines, etc. are available for use by qualified students.

Who Is Eligible To Receive Accommodations?


The Americans with Disabilities Act defines a person with a disability as: “Any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment; or is regarded as having such an impairment.” The Americans with Disabilities Act as amended in 2009 adds “Major Bodily Functions” to “Major Life Activities” in the definition of a person with a disability.

The Americans with Disabilities Act specifically requires that: “No otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.” An otherwise qualified individual is defined as being an person who: “Meets the academic and technical standards requisite to admission or participation with or without reasonable modifications to rules, policies or practices; removal of architectural, communication or transportation barriers; or provision of auxiliary aids and services.”

Accommodations are intended to prevent discrimination against students with disabilities by providing equal access to all of the educational programs, co-curricular activities, and services of a post-secondary institution. Accommodations must be effective (producing the intended or
expected effect), but they must not be preferential, and they may not discriminate against non-disabled students.

What Do Students Need to Do To Receive Accommodations?

To receive accommodations at Glen Oaks Community College students need to complete three simple steps:

1. **Complete a Support Services for Students with Disabilities intake with the Student Support Specialist.** This involves completing the necessary paperwork to receive services, and providing acceptable documentation of disability. Although students are not required to provide documentation of disability at the intake, it is ideal if they are able to do so. *With only rare exceptions, accommodations are not provided without acceptable documentation of disability.*

   Ideally, documentation of disability should:

   - Be as recent as possible
   - Provide a diagnosis of disability made by a professional qualified to make the diagnosis
   - Address the functional limitations that result from the disability
   - Recommend reasonable accommodations for the disability
   - Connect the need for the recommended accommodations to the disability in general and to the functional limitations that result from the disability in particular
   - Be on official letterhead

2. **Meet with the advisor for students with disabilities to review disability documentation and discuss eligibility for services.** Although the advisor for students with disabilities is happy to meet with disabled individuals to discuss available services, with only rare exceptions, *he will be unable to determine eligibility to receive services in general, or accommodations in particular, without acceptable documentation.*

   Typically, the appointment to meet with the advisor for students with disabilities is scheduled during the Support Services for Students with Disabilities intake.

3. **Complete accommodation eligibility form(s) with the advisor for students with disabilities, register for classes, and get started!** The advisor for students with disabilities is the *only person* authorized to sign-off on accommodation requests.
Rights and Responsibilities

Student

As a student at Glen Oaks Community College
with a documented disability you have the right to...

• Not be discriminated against based on your disability
• Reasonable and effective accommodations
• Have all verbal and written disability information provided to the Support Services for Students with Disabilities office treated in a confidential manner
• Expect the Support Services for Students with Disabilities office advocate for your needs
• Appeal decisions of the Support Services for Students with Disabilities office

As a student at Glen Oaks
Community College with a documented
disability you have the responsibility to...

• Self-identify to the Support Services for Students with Disabilities office
• Provide appropriate documentation of disability as a condition of receiving accommodations
• Advocate for yourself
• Seek reasonable accommodations only through the Support Services for Students with Disabilities office
• Make requests for accommodations early
• Notify the Support Services for Students with Disabilities office of problems you are experiencing with respect to receiving accommodations
• Provide your own personal aid, if necessary
• Report your special needs and concerns to faculty as early as reasonably possible
• Meet all of the academic requirements of the class with or without accommodations

Faculty

Faculty at Glen Oaks
Community College has the right to...

• Require verification of a student’s disabled status from the Support Services for Students with Disabilities office
• Uphold the academic integrity of their class
• Insist that all quizzes and tests administered outside of the classroom be administered in a secure manner

Faculty at Glen Oaks Community College has the responsibility to...

• Maintain confidentiality with respect to the disabled status of your students
• Talk with your students with disabilities privately about what you may do to accommodate their unique needs
• Include a statement in your syllabus to students with Disabilities about receiving services from the Support Services for Students with Disabilities office
• Act immediately on official accommodation request that come through the Support Services for Students with Disabilities office
• Only provide accommodations to students who go through the Support Services for Students with Disabilities office
• As much as possible, follow the principles of Universal Design in the presentation of class material
• Assure that all material presented in class, including all media, is in an accessible format
• Not ask a student if they are disabled
• Identify the essential functions, abilities, skills, and knowledge of your class
• Notify the Support Services for Students with Disabilities office if you disagree with or are having difficulty meeting accommodation requests

Support Services for Students with Disabilities

The Glen Oaks Community College Support Services for Students with Disabilities office has the right to...

• Receive appropriate documentation for accommodation requests in a timely manner
• Expect the student to work cooperatively with the Support Services for Students with Disabilities office and faculty in providing appropriate services and accommodations
• Deny accommodation requests that would result in eliminating or reducing the core intent or academic content of a class
• Deny unreasonable, undocumented, or insufficiently documented accommodation requests
The Glen Oaks Community College
Support Services for Students with Disabilities office has the responsibility to...

- Provide students with disabilities with equal access to all educational and co-curricular programs, services and activities of Glen Oaks Community College
- Provide reasonable and effective accommodations to eligible students
- Maintain all verbal and written disability information provided to the Support Services for Students with Disabilities office in a confidential manner
- Advocate for students with disabilities with faculty and Glen Oaks Community College as a whole
- Assist disabled students in clearly identifying their strengths and functional limitations
- Clearly communicate standards and expectations to both students and faculty

Getting in Touch With Us

Karen Webber is the Student Support Specialist at Glen Oaks Community College. Karen conducts all of the Disability Support Services intakes. Her office is in Student Services. Karen may be reached by calling (269) 294-4241 or by e-mailing her at kwebber@glenoaks.edu

Lyle Raven is the advisor for students with disabilities at Glen Oaks Community College. Lyle reviews all accommodation requests, makes accommodation determinations, and provides all direct administrative services for disabled students. His office is in Student Services. Lyle may be reached by calling (269) 294-4242 or by e-mailing him at lraven@glenoaks.edu
The provision of accommodations for students with disabilities is a subject about which there tends to be much confusion. Very often students form their expectations about their rights and responsibilities based on their high school experiences. Although this is understandable, it is unfortunate because students tend to think they have exactly the same rights and responsibilities in college that they had in high school. This is not the case. Although Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 carry over from high school, IDEA (Individuals with Disabilities Education Act), which applies in high school, does not carry over to post-secondary institutions such as Glen Oaks.

Receiving accommodations at Glen Oaks Community College is a highly individualized and interactive process involving the student’s history and self-report; the advisor for students with disabilities clinical observations and professional judgment and objective third-party documentation. The relative importance of each of these factors varies depending on the student’s history, specific circumstances and the disability for which the student is requesting accommodations.

Although many disabilities are relatively stable, ideally documentation of disability should be as recent and specific as possible, should come from an objective and appropriate third-party that is qualified to provide documentation for the specific disability, should include a specific diagnosis and should relate the disabling condition to the recommended accommodations.

Accommodations at the college level are not designed to give students with disabilities advantages over non-disabled students. Rather, accommodations should “level the playing field” so disabled students are not discriminated against based on their disability and are able to compete equally with non-disabled students. Any accommodation that gives a disabled student an academic advantage over a non-disabled student, or any accommodation that requires fundamental alteration of the core intent and content of a course, is not allowed.
APPENDIX TWO
Faculty Teaching Tips

There are many books available in the Support Services for Students with Disabilities office for those who want to learn how to better serve this important population. One of the most helpful is: “Faculty Training Tips: Guidance for Teaching Students with Disabilities.”

One of the most practical parts of the above resource is the section on faculty teaching tips. In this section there are frequently asked questions, an overview of the disability, and teaching tips for the following disabilities: ADHD, Deaf/Hard of Hearing, Health/Medical Impairments, Learning Disabilities, Mobility Disabilities, Psychological Disabilities and Visual Disabilities.

The University of California-Irvine has kindly given permission to link to this information on their site. To access the frequently asked questions, receive a general overview, and get teaching tips for each of the above disabilities, just click on or go to the link below:

http://disability.uci.edu/Faculty_tips/index.html

APPENDIX THREE
Q & A

Am I entitled, as their instructor, to know what disability a student has?

No. A student may choose to disclose that to you but they are not required to do so.

Are students required to disclose their disability to the Disability Support Services office?

No. However, if they choose not to disclose their disability to the Disability Support Services office, they will not receive any accommodations or services.

Are students required to use all of their accommodations?

No. They may use any, all, or none of their accommodations for any of their classes. The decision is entirely theirs.

However, if a student tells you that they do not wish to use an accommodation to which they are entitled, it would be wise to document that conversation in case the decision to not
use their accommodations has negative repercussions later in the semester. You may send an e-mail to the Disability Support Services counselor if you wish documentation of your conversation to be maintained in the student’s file.

**Are disabled students held to the same behavioral standards as everyone else?**

Yes. All Glen Oaks Community College students are required to abide by the Student Code of Conduct. Threatening or disruptive behavior will not be tolerated by any Glen Oaks Community College student.

**Does Glen Oaks provide personal attendants?**

No. Personal attendants are not provided at the post-secondary level.

**Doesn’t granting accommodations to disabled students amount to my lowering academic standards for those students?**

See answer below.

**Doesn’t granting accommodations to disabled students force me to compromise the academic integrity of my class?**

See answer below.

**Doesn’t granting accommodations to disabled students, while denying them to non-disabled students, amount to discrimination against non-disabled students?**

All three of the above questions are dealing with the same issue, and may be answered in the same way. The official Glen Oaks Community College Accommodation Policy addresses these concerns in the last paragraph. It states:

*Accommodations at the college level are not designed to give students with disabilities advantages over non-disabled students. Rather, accommodations should “level the playing field” so students with disabilities are not discriminated against based on their disability and are able to compete equally with non-disabled students. Any accommodation that gives a student with a disability an academic advantage over a non-disabled student, or any accommodation that requires fundamental alteration of the core intent and content of a course, is not allowed.*
What does this mean in practice? It means that, with respect to our students with disabilities, our responsibility as an institution is two-fold. First, we must not discriminate against students with disabilities. Academically, we avoid discrimination by providing reasonable accommodations to students with disabilities. Second, we must maintain the academic integrity of our programs. We do this by, for the most part, only providing appropriate and reasonable accommodations to students who provide acceptable documentation of their disability, on official letterhead.

What constitutes “acceptable” documentation? Again, the official Glen Oaks Community College Accommodation Policy addresses this question:

Although many disabilities are relatively stable, ideally documentation of disability should be as recent and specific as possible, should come from an objective and appropriate third-party that is qualified to provide documentation for the specific disability, should include a specific diagnosis and should relate the disabling condition to the recommended accommodations.

The accommodations we provide, by definition, may not give an unfair advantage to the student with a disability, an unfair disadvantage to non-disabled students, and may not fundamentally alter the core intent or content of a class.

Students with disabilities are required to fulfill all of the essential, core course-related requirements of every class they take. However, in some cases, due to a disability, it may be necessary to alter the format of tests, substitute equivalent requirements, or change the specific method of meeting the academic requirements of a class. The intent of these accommodations is to provide the student with the disability with a chance to compete fairly, and have an equal opportunity to achieve success in their academic endeavors.

What exactly is a reasonable accommodation?

The official Glen Oaks Community College Accommodation Policy states, in part:

Receiving accommodations at Glen Oaks Community College is a highly individualized and interactive process involving the student’s history and self-report; the advisor for students with disabilities clinical observations and professional judgment, and objective third-party documentation. The relative importance of each of these factors varies depending on the student’s history, specific circumstances and the disability for which the student is requesting accommodations.

Although many disabilities are relatively stable, ideally documentation of disability should be as recent and specific as possible, should come from an objective and appropriate third-party that is qualified to provide documentation for the specific disability, should include a specific diagnosis and should relate the disabling condition to the recommended accommodations.
With these qualifications in mind regarding receiving reasonable accommodations, we may define reasonable accommodation as follows. A reasonable accommodation is an adjustment or modification of a class, service, activity, function, academic requirement, job, or facility that enables an individual with a documented disability to have equal access to, receive the same benefits from, or perform at the same level as, an individual without a disability.

**How soon should students request accommodations?**

The sooner the better. Some accommodations take time to arrange and the Support Services for Students with Disabilities office requests that accommodation requests be made as early as reasonably possible.

**If a student has an accommodation of a note taker, but doesn’t come to class, are they entitled to receive notes from the class they missed?**

No. They are entitled to ask for a copy of someone’s notes, as any other student would, but they are not entitled to the accommodation of a note taker for classes they miss.

**Is there a charge to receive services?**

No.

**May students receive accommodations retroactively (after they do poorly on a quiz or test)?**

No. That is why it is so important for them to arrange for accommodations as early as possible.

**May students receive accommodations without going through the Support Services for Students with Disabilities office?**

No. An integral part of determining eligibility for accommodations is receiving and reviewing documentation of disability. Only the Support Services for Students with Disabilities office is equipped to do this.

**What should I do if a student with a disability is excessively absent from my class?**

If their absences are unrelated to their disability, treat them the same way you would treat any other student in the same situation.
However, Federal law requires post-secondary institutions to consider reasonable modifications to attendance policies for disabled students. Two factors go into making a decision about modifying attendance policies.

- Does the disabled student have a documented disability that negatively impacts his or her ability to attend class?
- Is attendance a central, essential part of the class? In other words, would modification of the attendance policy for a disabled student result in a fundamental alteration of a core component of the class?

Although modification of attendance standards should be discussed with the faculty member, the student, and the Support Services for Students with Disabilities office, ultimately, the class instructor must determine if class attendance is an essential part of the class, and if flexibility in the attendance policy may be allowed.

**What should I do if a disabled student is failing my class?**

Talk to them about it. See if there is anything you can do to help. In other words, treat them the same way you would treat any other student in the same situation.

**What should I do if a student doesn’t request accommodations until after the semester begins?**

It is not uncommon for students to not disclose their disability to the Support Services for Students with Disabilities office until they begin to struggle in their classes. As long as they present the “Student Accommodation Eligibility Notification” form, they are eligible to receive accommodations, regardless of when, during the semester, they present the form.

**What should I do if I don’t agree with the accommodations specified by the Support Services for Students with Disabilities office?**

Providing reasonable accommodations to students with disabilities is required by law. However, there is sometimes room for flexibility on how required accommodations are provided. If you don’t agree with the accommodations specified by the Support Services for Students with Disabilities office, discuss it with the advisor for students with disabilities. Never, just refuse to accommodate a disabled student.

**What should I do if I suspect a student has a disability?**

Talk with the student about your concerns. Express your concerns in terms of the student’s academic performance. It is probably not appropriate, in most cases, to ask the student directly if they have a disability. The choice to disclose a disability is a very personal one that
should be respected, and left to the student. It may be appropriate, however, to ask if they received any special help in the past in the area in which they are struggling. If the student discloses their disability, and they want to receive help, refer them to the Support Services for Students with Disabilities office for additional assistance.

**Why are the accommodations received at Glen Oaks sometimes different than those received in high school?**

After a student graduates from high school they are no longer under the Individuals with Disabilities Education Act (IDEA). They continue to be protected, however, by Title II of the Americans with Disabilities Act as Amended, and Section 504 of the Rehabilitation Act of 1973. The overall orientation of IDEA is success. The overall orientation of ADA and Section 504 is to protect disabled students from being discriminated against by providing them equal access to all programs and activities. The differences in underlying law may result in a difference in services and accommodations provided.

Accommodations at the college level are not designed to give students with disabilities advantages over non-disabled students. Rather, accommodations should “level the playing field” so disabled students are not discriminated against based on their disability and are able to compete equally with non-disabled students. Any accommodation that gives a disabled student an advantage over a non-disabled student, or any accommodation that requires fundamental alteration of the core intent and content of a course, is not allowed.

**What is the first thing a student should do if they wish to receive services?**

Schedule an intake. They may do so by contacting the Student Support Specialist. She may be reached by calling 269-294-4241 or e-mailing kwebber@glenoaks.edu

**APPENDIX FOUR**

**Working with Students With Disabilities**

As I have worked with Students with Disabilities for many years, I have discovered some things that have helped me to keep my perspective. I have also received feedback from many of our students with Disabilities. Listed below are what I believe are some of the more important things to keep in mind as you work with our students with disabilities.
1. Learn to really listen to persons with disabilities. Everyone is different. Listen to their story.

2. Never joke about a person’s disability. You would think this is obvious. Unfortunately, my experience indicates that, to some people at least, it is not.

3. Respect the wishes of your students with disabilities:
   - For Privacy
   - About if, and how, you discuss their disability
   - About using or not using the accommodations to which they are entitled
   - About disclosure of their disability

4. Treat disabled students as individuals
   - Don’t make assumptions about their abilities
   - Don’t make assumptions about their disability
   - Don’t make assumptions about their intelligence
   - Don’t make assumptions about their motivation

5. Be honest with yourself. It is not unusual to be nervous or uncomfortable around people with disabilities, at first. If this is the way you feel, admit it to yourself. But then do something else. Learn to think “person” not “disability” first. As you do, you will begin to see the disabled person as a person first. They are not their disability. They are a person who happens to have a disability. There is a world of difference between those perspectives.
APPENDIX FIVE
Helpful Links

ADA  http://www.ada.gov

Americans with Disabilities Act as Amended Text  http://www.ada.gov/pubs/ada.htm

Effective College Transition Planning  http://www.stjoecmh.org

Glen Oaks Community College Occupational Student Success Program
http://www.glenoaks.edu/currentstudents/counselingcenter/Pages/occupationalstudentsuccess.aspx

Glen Oaks Community College TRiO Program
http://www.glenoaks.edu/currentstudents/TRIO_SSS/Pages/default.aspx

Glen Oaks Community College Tutoring and Testing Services
www.glenoaks.edu/currentstudents/tutoringtesting/Pages/tutoringcenter.aspx

Goodwill Industries  http://www.goodwill.org

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities  http://www2.ed.gov/about/offices/list/ocr/transition.html

Learning Disabilities Association of America  http://ldaamerica.org

Michigan Rehabilitation Services
http://michigan.gov/dhs/0,4562,7-124-5453_25392_40237---,00.html

Michigan Works  http://michiganworks.org

Saint Joseph County Community Mental Health and Substance Abuse Services
http://www.stjoecmh.org

Saint Joseph County Literacy Council  http://sjcliteracy.com

Saint Joseph County Transitions Council  http://sjcisd.org/page/272