



**Student
Accessibility
Services**

**FACULTY
HANDBOOK**



This handbook is designed for faculty and staff to reference for information regarding Student Accessibility Services, which provides services to Cuyahoga Community College (Tri-C®) students with disabilities so that they may participate equally with students without disabilities.

- **Eastern Campus**

Student Services | ESS 1202 | 216-987-2052

- **Metro Campus**

Student Services | MSS 209 | 216-987-4344

- **Western Campus**

Liberal Arts | WLA 102 | 216-987-5079

- **Westshore Campus**

Health Careers and Sciences | SHCS 151
216-987-5736

- **Brunswick University Center**

BUC 122 | 216-987-5793

Hours of Operation: Monday – Friday, 8:30 a.m. – 5 p.m.
Evenings by appointment

Website: [Tri-C Student Accessibility Services](#)

Faculty and staff who need accommodations can email [Human Resources](#).

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This publication is provided in an alternate format upon request.



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Letter from the President

To Our Faculty:

Cuyahoga Community College (Tri-C®) is committed to offering every community member a pathway to education. We strive to build bridges to access and completion for all students, regardless of their situation. That includes the more than 1,500 students with special needs whom we serve each year.

The College has invested in adaptive technologies and works continuously to remove physical and architectural obstacles that might make it difficult for students to attend classes

and use our facilities. Those efforts have made us an exemplary institution for all students to gain access.

But none of it would be possible without the hard work and cooperation of each of you.

I want to commend all of you for your work to expand your knowledge of the challenges our students face. You have strived to become a tremendous source of support for students, connecting them with resources and services, and making reasonable accommodations in the classroom to ensure they feel welcome.

Your dedication and impact are immeasurable. Because of your work, countless students have donned their teal robes and crossed our Commencement stage each spring and fall.

We will continue to commit ourselves to this work. As you assist our students, I encourage you to use this handbook to continue increasing your knowledge in this critical area.

With our continued efforts as individuals and as an institution, we will proudly watch more students achieve their dreams.

Sincerely,

Michael A. Baston, J.D., Ed.D.
President



Mission Statement

To provide high-quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.

Legislation

The Rehabilitation Act of 1973, Section 504

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education (ED). Section 504 provides:

“No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his 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.”

A qualified person is defined as one who meets the academic and technical standards requisite for admission or participation in the institution’s educational program or activity.

Subpart E of Section 504 applies directly to postsecondary institutions, which must not discriminate in the recruitment, admission or treatment of students with disabilities. The institution must make reasonable accommodations to ensure optimal participation by such students. An accommodation is a reasonable adjustment that enables a person with a disability to participate equally with people without disabilities.

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

- Limit the number of students with disabilities admitted
- Make preadmission inquiries regarding whether an applicant has a disability
- Use admission tests or criteria that inadequately measure the academic level of applicants with disabilities because special provisions were not made for them
- Exclude a student from a course of study
- Counsel a student with a disability toward a more restrictive career
- Measure student achievement using modes that adversely discriminate against a student with a disability
- Institute prohibitive rules that may adversely affect students with disabilities



Colleges and universities may be required to:

- Extend the time permitted for a student with a disability to earn a degree
- Modify teaching methods and examinations to meet the needs of students with disabilities
- Develop course substitutions or waivers for students with disabilities
- Provide auxiliary aids, such as tape recorders, word processors, spell checkers, etc., for students with disabilities

Section 508

This 1998 amendment to the Rehabilitation Act requires federal departments and agencies to provide accessibility in the development, procurement, maintenance or use of electronic and information technology.

A college or university can use adherence to Section 508 requirements as a way of meeting Section 504 and ADA obligations.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Amendments Act of 2008 provide civil rights protections for people with disabilities similar to those provided on the basis of race, color, sex, sexual orientation, national origin, genetics and religion under the Civil Rights Act of 1964. The ADA thus effectively broadened the scope of 504, while not replacing or invalidating it, allowing people with disabilities equal participation in mainstream American society.

Areas of society affected by the ADA include employment, public accommodations, government services, transportation and telecommunications. Schools are considered to be public accommodations and are mandated to comply with the law. Specifically, the law states that:

“No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages or accommodations of any place of public accommodation.”

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a national law that ensures the equitable education of students with special needs in primary and secondary education.



Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) protects the private, identifying academic information of all students in postsecondary education in the U.S. Students who enroll in Tri-C courses are covered under FERPA, even when they are under 18 years of age. This law disallows information such as a diagnosis to be shared with faculty or parents without a FERPA waiver that gives specific permission to the inquiring party to access such information.

The Ohio Revised Code

Section 4112.022 of the Ohio Revised Code prohibits state-assisted institutions of higher education from discriminating against individuals with disabilities.

What Is a Disability?

A person with a disability is defined in the 1974 amendment to the Rehabilitation Act as any person who has a physical or mental impairment that substantially limits one or more of their major life activities, including learning.

What Isn't a Disability?

Some students may have conditions or circumstances where they need assistance but are not eligible for SAS. The two most common instances are English as a Second Language and pregnancy. Neither of these circumstances is considered a disability under the law on its own but may co-occur with disabling conditions. For more information on resources for these students, see the Frequently Asked Questions section of the handbook.

What Is Discrimination?

Section 504 of the Rehabilitation Act of 1973 defines discrimination as the exclusion, denial of benefits or subjection to unequal treatment of individuals with disabilities solely based on their disability. Some examples of this include, but are not limited to:

- Segregating or isolating students with disabilities from non-disabled students
- Withholding services or resources that are made available to non-disabled students
- Expressions of disdain, pity, aggression or revulsion due to their disability
- Attempting to manipulate or overpower a person physically or mentally due to their disability
- Rejecting a student from a group, gathering or event due to their disability

Discrimination is not acceptable at Tri-C and will be addressed accordingly.



Faculty Role and Responsibilities

Each member of the Tri-C community has a role in establishing and upholding a good accessibility policy. The importance of faculty participation cannot be overstated. You engage in the day-to-day experience of students and their most basic educational needs. The nature of an experience with you can set the tone for a student's entire academic career. Doing your part, together with the student and the SAS office, keeps our systems running smoothly. Faculty have five core responsibilities concerning student accessibility:

- 1. Comply** with the student's SAS accommodations letter.
- 2. Implement** the accommodations within a reasonable time frame (48 hours for most accommodations).
- 3. Do not penalize** a student for the fulfillment of the accommodations.
- 4. Reach out** to your SAS department if an accommodation is unclear.
- 5. Maintain confidentiality.** All matters related to a disability are confidential.

There is no "implied consent" given to you if a student discloses confidential information. It is essential to have accommodations-related conversations in private. However, if any information regarding abuse or harm is disclosed to you, you are obligated as a mandatory reporter to submit an Early Alert.

Process and Student Expectations

Students are expected to display adequate levels of self-advocacy to receive accommodations from the SAS office. For example, students must self-identify by either disclosing a need for accommodations to a faculty member or the SAS office directly. Learn how to refer students to the SAS office in the Tips for Student Referral section.

There are four main steps to the accommodations process:

- 1. The student self-identifies:** A student discloses a need for accommodations to a faculty member or directly to the SAS office.
- 2. SAS confirms:** The student and the SAS office actively communicate, establishing adequate documentation, conducting an intake meeting, and approving accommodations.
- 3. An accommodation letter is provided:** A digital accommodation letter is sent to the student and faculty members simultaneously via email. Students are instructed to reach out to faculty to confirm they received the accommodation letter.
- 4. Faculty comply with the accommodation letter:** Faculty implement the accommodations for the student within a reasonable time frame and reach out to SAS if the accommodation is unclear.



Access vs. Success

Accommodations covered under IDEA are created explicitly for the success of the student, including passing grades, meeting benchmarks of improvement, and ultimately graduating from high school. In postsecondary educational settings, the scope of accommodations shifts from success to access, focusing instead on making all aspects of education available to a student so they can fully participate and progress toward their academic goals. In college, a student has the right to attempt any degree they wish, even if the outcome is failure.

Four Elements of Reasonable Accommodation

According to the ADA and Section 504, reasonable accommodation is outlined as any modification or adjustment to a task, environment or process that enables a qualified individual with a disability to perform essential functions and enjoy equal opportunities, including having access to federally funded programs and activities.

In an educational setting, there are some boundaries around what is considered reasonable. Four elements of reasonable accommodation are observed in an academic setting.

An accommodation may not:

- Make a substantial change in an essential element of the curriculum
- Alter the course objectives
- Place an “undue burden” on the institution
- Pose a direct threat to health or safety

Making a substantial change in the curriculum might include changing the requirements of a degree track or removing required practical work, such as labs. Examples of altering course objectives might look like fundamentally changing participation requirements or impeding the student from demonstrating their comprehension of the course content. “Undue burden” most often means causing significant difficulty or expense to the institution or its staff and faculty. A direct threat to health or safety is anything that may cause harm to the student themselves or others.

If a faculty member objects to an accommodation made by the SAS office, they must reach out to SAS to discuss why they think the accommodation transgresses one of the four elements listed here. SAS is responsible for the final determination of whether an accommodation upholds these standards.



Student Behavior and the Grievance Process

Students registered with the SAS office are subject to the same expectations of appropriate behavior as every other student and should be handled as such.

The Office for Civil Rights (OCR) states that disabilities may be a factor in the disciplinary process involving the student's inability to comply with the Code of Conduct if:

“The student's inability to comply with the conduct code resulted from the college's failure to provide a reasonable academic adjustment or accommodation; and as part of its regular disciplinary process, a college considers mitigating situational factors.”

Disability Compliance for Higher Education. Horsham, PA: LRP Publications, 2003.

Students with disabilities may file a grievance if they feel they have been discriminated against due to their disability, or if they feel they have not been given access to the institution's services, programs, activities or facilities. They can file a complaint on the SAS webpage or contact the ADA coordinator directly (see contact info list).

The SAS office makes every attempt to resolve issues before they reach the grievance level. However, a student does have the right to file a grievance, and an attempt should not be made to prevent a filing. If a student files such a complaint with the College or OCR, the student has engaged in a “protected activity.” Retaliation against a student for filing a grievance is illegal and may result in negative consequences.

If a student files a complaint against an instructor, they should continue to provide the accommodations indicated on the student's accommodations letter. Any difference in treatment after the filing of a grievance could result in additional charges of retaliation. Most grievances are resolved within the College's grievance process. If a complaint is filed with the OCR, that office will engage in an interactive process with the College to resolve the matter.



Frequently Asked Questions

Faculty may encounter these or similar student issues perennially. If your particular issue is not listed here, you can reach out to your SAS office.

- **What do I do if a student discloses their disability to me?**
 - » You may inform the student of the SAS office and suggest that they may contact it for any assistance they are eligible for. More info on this is in the Process and Student Expectations section of the handbook.
- **How do I refer a student to SAS?**
 - » You can provide the contact info for the SAS advisor on your campus or the general SAS email to the student. Follow some of the tips found in the Tips for Student Referral section of the handbook.
- **Are temporary accommodations available?**
 - » Yes. Temporary accommodations may be granted if a student sustains an injury or a short-term disability. They can apply for these accommodations in the same way a student with a permanent disability would.
- **Can I give students accommodations who don't have an accommodations letter?**
 - » While some accommodations can be implemented without a letter, such as those found in the Course and Classroom Checklist, most accommodations must only be given when you are provided with an accommodations letter. This ensures fairness among student outcomes.
- **Can accommodations be applied to assignments or exams from previous courses?**
 - » No. Accommodations are not retroactive, which means accommodations are only applicable after the accommodations letter has been issued. Some rare exceptions may occur, and they will be fully discussed with the faculty member before implementation.
- **What if I feel a student is unsuited to my course/degree track?**
 - » Though it can be difficult to see our students struggling, we cannot presume to measure the limits of another's capabilities. Every student has a right to try, so we may not prevent or dissuade them from their attempt.
- **An SAS student in my course is failing. Should I refer them to SAS for assistance?**
 - » The SAS office is happy to meet with any student who thinks they are in need of services, but typically, once a student is registered for accommodations, the SAS office's role is complete. Unless the student expresses a need for more accommodations, they must look to other resources such as the Tutoring Center or the Behavior Intervention Team for assistance.



- **Am I able to ask a student about their disability?**

- » No. A student is not obliged to disclose any information about their disability to anyone except the SAS office and only if they are seeking accommodations. For more information, see the Faculty Role and Responsibilities section.

- **Am I able to ask for documentation for a student's service animal?**

- » No. Service animals do not require documentation or any special indicator to be present in a classroom setting or anywhere on campus. For more information, see the Service Animals section of this handbook.

- **My exams are not in a digital format. Who is responsible for converting them for a screen reader?**

- » The faculty members are responsible for the accessibility of their course materials. Please make sure you have exam materials in formats that are accessible to all students.

- **I do not wish to be recorded during my lectures. Am I able to decline a student's accommodation for recording lectures?**

- » Students approved by Student Accessibility Services (SAS) may record class lectures when a disability limits their ability to take notes, focus, or process information during instruction. This accommodation ensures equal access to course content and educational materials in accordance with the Americans with Disabilities Act (ADA, as Amended, 2008) and Section 504 of the Rehabilitation Act of 1973.

Recordings must support course learning objectives and are for personal academic use only. They may not be shared, posted, or distributed. Students are expected to independently utilize any necessary technology for this accommodation and may use a cell phone, laptop, or other audio recording device as appropriate for the class.

If class discussion includes material not directly related to instruction or assessment, the instructor may ask that the recording be paused. Students and instructors should contact SAS with any questions about what may be recorded.

If an instructor believes recording would fundamentally alter their ability to deliver or assess course learning outcomes, they should contact SAS immediately upon receiving the accommodation letter.

If you have questions regarding the application of this accommodation in your course, please contact the SAS Advisor.

- **The content I provide is proprietary information. Am I able to decline to provide it to an SAS student who has an accommodation for materials in alternative formats?**

- » All the content faculty create must be provided equally to all students enrolled in the appropriate course. Any other circumstances of questionable ownership should be addressed by the ADA coordinator.



- **My English as a Second Language student is struggling. Should I refer them to SAS?**
 - » Students who are struggling due to a language barrier are not necessarily disabled under the ADA. A student who conveys a need for disability services can be referred to SAS. Students who express challenges with English translation can be referred to the Tutoring Center.
- **My student is pregnant and could use some assistance. Should I refer them to SAS?**
 - » Students are not considered disabled under the ADA due to pregnancy, though they may have other conditions related to pregnancy that are disabling. Students who are pregnant can be referred to the Title IX Office for assistance and additional resources.

Testing Procedure

Students with testing accommodations must indicate to faculty before the day of the exam that they will be using their accommodations (preferably a minimum of three days). Faculty must complete the Administration of Exam Form (AEF) for the student. The form must clearly indicate that the student is receiving SAS accommodations on both the front and back of the AEF. All exam instructions and approved accommodations should be detailed for the Testing Center staff. As with course materials, faculty are responsible for the accessibility of their tests, exams and quizzes administered in the Testing Center.

Testing in the SAS Office

Students in need of more private or distraction reduced testing environments will have an accommodation to take tests or exams in the SAS office. This accommodation will list the SAS office directly as the testing location. Scheduling testing with the SAS office follows the same operations as scheduling with the Testing Center, but communications are made with the SAS office instead. All measures taken by the Testing Center to uphold academic integrity are also taken by the SAS office proctor.



Physical Accessibility

In addition to academic accessibility, physical accessibility also needs to be considered in the classroom. Students with a wide variety of capabilities can attend in-person classes, and we want them to feel comfortable and welcome. Tri-C makes every effort to meet and exceed physical accessibility requirements on all campuses.

Mobility Aids

Students are expected to provide their own mobility aids for personal use. Visitors needing wheelchair accessibility may use a manual chair provided for use on campus grounds only. A wheelchair is kept in the SAS office of each campus. For information on how to request use of the manual wheelchair please reach out to SAS on the relevant campus prior to visiting.

Parking

Accessible parking is provided in all parking lots. To park in designated parking, a state-issued disability permit placard must be displayed in compliance with state and federal law.

Service Animals

Service animals are welcome at Tri-C and are subject to local and state laws and ordinances to the extent that those laws and ordinances do not conflict with the Americans with Disabilities Act (ADA). The service animal must always be under the care and control of its handler. Handlers are responsible for any damage or injuries caused by their service animals and must take appropriate precautions to prevent property damage or injury.

Under the ADA, service animals must be harnessed, leashed or tethered, unless these devices interfere with the animal's work or if the individual's disability prevents using these devices. The owner/handler must then control the animal through voice, signal or other effective controls.

A service animal is present because it is needed to perform a functional task to assist its owner. Therefore, it is "on duty" at all times and should be demonstrating controlled behaviors (quiet, calm, non-distracting, remaining with the handler always, etc.) Please note, some service dogs are trained to alert their handlers and may be trained to bark to do so.

Behaviors that indicate a service animal may not be under the care and control of its handler include, but are not limited to:

- Uncontrolled barking, whining, growling or making other distracting noises
- Uncontrolled jumping on, nudging, lunging at, sniffing or licking other people



- Regularly escaping the handler or overpowering them
- Destroying College property or the property of others on campus
- Urination or defecation indoors
- Behaviors that pose a direct threat to the health or safety of others

If a service animal exhibits these behaviors and the handler fails to regain control of the animal, faculty may request the removal of the animal until it is under its owner's control. If the issues persist, contact your assistant dean to make a report.

Visitors with Accessibility Needs

On occasion, Tri-C receives visitors with non-classroom accessibility needs. Should this be the case, the visitor should contact the SAS office in advance of their visit to arrange accommodations, such as mobility aids, seating arrangements, alternative menu items or other modifications.

Emergencies

Classroom Emergencies

Some disabilities may result in a medical emergency on campus. If a medical emergency should arise during class, **dial 4911** from a campus extension or **216-987-4911** from a cell phone. Always bring help to the person in distress — do not attempt to move the person. It's best not to crowd a student in distress. Give them space while still giving appropriate care or assistance.

Evacuation Procedure

The College Emergency Procedure Guide states the following:

“During a fire or an emergency, disabled or injured persons should enter the nearest stairwell and wait for help. Firefighters and emergency safety personnel will check stairwells and evacuate the injured and the disabled persons. Only under conditions of immediate danger should others attempt rescue of disabled or injured individuals.”

At the beginning of each semester, all students have the responsibility of familiarizing themselves with the two most expeditious evacuation routes from each of their classrooms.

Students with disabilities who need assistance from emergency personnel will not be evacuated during practice drills. They should participate by moving to the nearest stairwell.



Teaching Strategies

SAS recognizes the importance of providing practical information to faculty and staff to make an impactful change in the development and implementation of courses. This section of the handbook goes over things that faculty can check to ensure maximum accessibility of their course and classroom.

Tips for Student Referral

The student referral process can sometimes feel like a delicate situation. Here are a few guidelines for referring a student to SAS in a way that is comfortable for everyone.

- **Keep it light:** When suggesting a student reach out to SAS, treat it as normal. Keeping the tone matter-of-fact and unpatronizing shows the student that there's no shame in being open and asking for help.
- **Provide a variety of support:** Present SAS as one of many services the College provides to avoid making the message sound like a pointed remark on their capabilities.
- **Offer an introduction:** If a student expresses interest in SAS but seems to be too shy or socially anxious to reach out on their own, offer to introduce them to the SAS advisor personally via email or by walking them to the SAS office to provide a comforting connection.

Course and Classroom Checklist

There are things that every faculty member can do to ensure their course and classroom are maximally accessible to all students. We strive to always expand the scope of inclusivity by improving our educational practices in both design and execution. Here is a checklist of a few things to consider when evaluating for accessibility.

Course

1. Make sure your syllabus has SAS information in it and is available both digitally and as a hard copy.
2. Use the D2L's Accessibility+ tool in Brightspace to check that documents and content are accessible.
3. Present your materials with accessible colors and fonts (high-contrast, sans serif).
4. Use rubrics where possible on projects and papers.
5. Make sure all materials are screen-reader friendly.
6. Create and permit access to recordings of lectures for all students.
7. Ensure all video materials have closed captions.



Classroom

1. Provide a variety of seating options.
2. Check that you are audible from all seating locations.
3. Check for any distracting sounds, such as buzzing or ticking fixtures.
4. Keep smells to a minimum.
5. Balance light sources wherever possible.

Universal Design

Universal Design is the design and creation of environments and tools so they may be fully accessed and understood by the widest variety of people. In the simplest terms, Universal Design is good design. It can be thought of as the other side of the coin to accommodations. Universal Design is a proactive initiative taken to incorporate accessibility, where individual accommodations are used to modify circumstances to the specific needs of a single person. An optimal system of accessibility has both.

There are seven principles of Universal Design:

- 1. Equitable Use:** Providing equally to all users — identical when possible, equivalent when not possible.
Examples: Providing materials in alternative formats. Not singling out a student to complete a task.
- 2. Flexibility in Use:** Incorporating adaptability into use or interaction.
Examples: Offering multiple modes of participation for discussion or assignments. Having flexible deadlines.
- 3. Simple and Intuitive Use:** Consistent, effective communication and functioning.
Examples: Arranging information in the syllabus in a predictable way. Ensuring consistency in how assignments are submitted for a course. Using the same symbols and colors for the same functions every time.
- 4. Perceptible Information:** Making information accessible to a variety of sensory and cognitive abilities.
Examples: Providing the same information in a variety of places, such as syllabi, email, websites, hard copies, etc. Ensuring all text is legible and all color schemes are visible to all users.
- 5. Tolerance for Error:** Eliminating opportunities for mistakes or accidents for users.
Examples: Enabling warnings and fail-safe measures like autosave and two-factor authentication. Building in safety nets, such as grace periods for due times or automatic email reminders for submissions.



6. Low Physical Effort: Requiring the minimum effort to accomplish a task.

*Examples: Providing workspaces that allow comfortable, sustainable body positions.
Minimizing repetitive actions.*

7. Size and Space for Approach and Use: Ensuring physical accessibility for a variety of mobility needs.

*Examples: Providing a variety of seating options. Ensuring clear paths for movement.
Having all essentials within reach of all participants.*

Not all principles of Universal Design can be applied to all aspects of a course, but efforts should be made to incorporate as many as possible to allow the widest variety of people to participate.

WCAG 2.2

The Web Content Accessibility Guidelines (WCAG) are international standards developed to enhance web accessibility for people with disabilities, ensuring that all web content is perceivable, operable, understandable and robust.

Brightspace has its own accessibility features that can be used to check the accessibility of content, but it is not flawless. When in doubt, you can use a free WCAG checker to ensure your content meets the current standards. For more information, visit the WCAG link in Additional Resources.



Additional Resources

Tri-C

- [Tri-C Student Accessibility Services](#)
- [Student Concern Reporting Form](#)
- [Stomp Early Alert Referral](#)

Legislation

- [Individuals with Disabilities Education Act \(IDEA\)](#)
- [Americans with Disabilities Act of 1990, As Amended | ADA.gov](#)
- [FERPA | Protecting Student Privacy](#)
- [Section 504, Rehabilitation Act of 1973 | U.S. Department of Labor](#)
- [Disability Law United — Eliminating Discrimination at Every Intersection](#)

Disability Information

- [AHEAD — Association on Higher Education And Disability](#)
- [DO-IT](#)
- [Embrace Autism | The Ultimate Autism Resource](#)
- [Mission | Department of Developmental Disabilities](#)

Universal Design

- [Equal Access for Students with Disabilities: The Guide for Health Science and Professional Education](#)
- [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)
- [Speechify: Free Text to Speech Reader | 500,000+ 5-star Reviews](#)
- [WAVE Chrome, Firefox and Edge Extensions](#)



Thank You from SAS

Dear Faculty and Staff,

As we continue to navigate a changing landscape of technology, education and legislation, we appreciate the gravity of your role in creating and nurturing our culture of acceptance. You help build the people who build the future.

Students here at Tri-C depend on well-informed, caring instructors, tutors and education professionals to make their dreams a reality. With nearly one quarter of students having one or more disabling conditions, providing accessible education is more important than ever.

Student Accessibility Services is grateful for the dedication our faculty and staff demonstrate for the equal education of all people, and we put forth our heartfelt thanks to all users of this handbook.

Sincerely,

Cuyahoga Community College Student Accessibility Services Team





Student Accessibility Services Contact Information

Eastern Campus

Student Services, ESS 1202
4250 Richmond Road
Highland Hills, Ohio 44122
216-987-2052
Sorenson Video Relay: 216-223-6181

Metropolitan Campus

Student Services, MSS 209
2900 Community College Ave.
Cleveland, Ohio 44115
216-987-4344

Western Campus

Liberal Arts, WLA 102
11000 Pleasant Valley Road
Parma, Ohio 44130
216-987-5079

Westshore Campus

Health Careers and Sciences, SHCS 151
31001 Clemens Road
Westlake, Ohio 44145
216-987-5736

Brunswick University Center

BUC 122
3605 Center Road
Brunswick, Ohio 44212
216-987-5793

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Cuyahoga
Community
College



tri-c.edu/sas