

Accommodations and Accessibility for Students at MIAD (Transcript)

Transcript

Nichole Uecker: Hello everyone. Thanks so much for attending this presentation on accommodations and accessibility for students at MIAD. This presentation is for the Fall 2025 semester here at MIAD, and I'm so thankful to everyone for being here and for wanting to learn more about supporting our students with accommodations in class and around the campus. So starting off today we're going to be talking about four main topics with slight diversions or tangents as we go along.

Nichole Uecker: The first topic that we'll be talking about is eligibility for accommodations and how to access them at MIAD. This is information that you can pass on to students who may be interested in accommodations or in how to apply for accommodations and what might be required to get started with that. The second topic we'll be talking about for this semester is the data that we're seeing on student accommodations at MIAD—who is receiving accommodations at this time and what sorts of diagnoses are we seeing most prevalently in those accommodations.

Nichole Uecker: Next we'll be talking about the role of the Student Accessibility Coordinator—that's me here at MIAD—and also how the Student Support team supports accommodations to create a system that supports whole students. And then lastly we'll be talking about supporting student accommodations: why it's important to support accommodations at MIAD and just generally speaking and the impact that faculty and staff can have on student success around accommodations. So, as I mentioned, we're going to start off by talking about who is eligible for accommodations at MIAD and how they go about accessing them. So, talking about who is eligible for accommodations, sort of generally speaking, the first category of folks that qualify for accommodations is program participants.

Nichole Uecker: That's anyone who participates in MIAD programs or services may request accommodations in order to equally access those programs or services. that may be someone in continuing education in our pre-ol programs in our non-deGREE or EECp programs (those are the students who join us from high school and are taking college classes in conjunction with their full high school load of classes). In housing, anyone accessing our facilities for events may reach out and seek accommodations. If those individuals are students, they work with me to put those accommodations in place. If those individuals are employees or guests, they may work with human resources to put those accommodations in place.

Nichole Uecker: Folks who receive accommodations at MIAD must also be qualified individuals. and that's qualified under the Americans with Disabilities Act. The definition of a qualified individual under the ADA is a person with a disability who's capable of fulfilling the essential functions and requirements of a program without accommodations, so someone who can succeed but may need supports in order to do so. Then the third category here is a person with a disability. So that's an individual who has a physical or mental impairment that substantially limits one or more major life activities. Some of the categories that fall within those major life activities may be mobility, communication, learning, etc.—things that substantially impact you on a regular daily basis.

Nichole Uecker: So once students decide that they want accommodations at MIAD, what's the process of going about getting them? The first step is that students reach out to the Student Accessibility Coordinator. That's a little bit different for students in college than it was in middle school, K12—it's the responsibility of the educators and the administrators to identify students who may be struggling or may have different learning styles and connect them with appropriate accommodations such as an IEP or a 504 plan. In college it's really the students responsibility to initiate accommodations by seeking out the accessibility coordinator and completing the steps to put those accommodations in place.

00:05:00

Nichole Uecker: The first step in that process once they've decided to reach out to me or to contact the Student Accessibility Coordinator at their school is to provide the Student Accessibility Coordinator with documentation. That's professional documentation of a disability, medical condition or other barrier to fulfilling those activities of daily life. That documentation must come from a licensed provider—that might be a doctor, mental health provider, or an educational professional, like someone who would create that IEP or 504 that may follow a student from high school to college. So once the student submits that documentation, which again that documentation of disability of diagnosis must come from an outside provider.

Nichole Uecker: While some colleges and universities do provide assessments on site, we do not have resources to assess students on site. So if they're seeking accommodations here at MIAD, they must come with that documentation in place from a provider. Once the documentation is in hand, that student then reaches out to me to schedule a time to meet. This is the second step in the interactive process which requires the student to engage interactively with the Student Accessibility Coordinator to navigate which will best meet the students identified needs. and that's what we do during that meeting.

Nichole Uecker: One of the questions that I feel is really essential to getting at kind of the crux of what a student may need is I ask, what really stresses you out about school or what stresses you out about being in class? Oftentimes if you ask a student, What do you need from me? I think it's a really difficult question. and it also kind of puts some of the guilt or blame of needing support on the student. And if I ask them to identify where some of the pain points are around the learning process, it's a little bit easier for me and the student to kind of tackle what the best approach to mitigating some of that stress may be.

Nichole Uecker: So once the student provides that documentation, once we have that conversation to discuss which accommodations are a best fit for the students specific support needs, I then create a formal letter with the approved accommodations listed there. I do not include a diagnosis on that letter unless the student specifically requests that a faculty instructor receives that information. and if that's the case, I'm happy to include that. Finally, the last step is that the student provides each instructor a copy of their accommodation letter in order to activate their accommodations. So with that exchange, the student provides the letter to a faculty member. That is the action that activates that accommodation letter and the accommodations listed there.

Nichole Uecker: If a student reaches out to request help in sending those letters out, I'm more than happy to do that. Also, if a student has a significant change to accommodations or a new diagnosis, oftentimes I will reach out to provide that letter to faculty to give it a little bit more urgency and bring it to folks' attention as soon as possible. So, it seems like it might be kind of a straightforward process going through providing your documentation, meeting with me, and then getting your letter out. But there are obstacles that come up for students along the accommodation process.

Nichole Uecker: In that first step, reaching out to the Student Accessibility Coordinator. For a lot of folks unfortunately there may not be a ton of information provided to students about how to seek out accommodations in college or some students maybe weren't successful with activating accommodations in high school or didn't receive a diagnosis until before they came to college. They may be unsure of how to activate the process in college, especially with it being so different from the process in the past. With that, past experience also may come into play. There may have been some degree of negative experience with either not having accommodations honored in class or not feeling like the accommodations that they had were especially effective. There may just be some negative past experience holding folks back there.

00:10:00

Nichole Uecker: And then, there's also scheduling, too. As the person who handles the majority of accommodations here at MIAD for students, my schedule is often busy. It's sometimes difficult for students to find time to get in there in addition to their classes, potentially a job, and other obligations that a student may have. As far as complications that may arise in terms of the students providing documentation, they may not currently have a provider or they may not have access to existing documentation. Some folks, especially if you consider potentially a non-traditional student, may be some years out from high school where they maybe had their last documentation or some years out from a connection with a therapist that they had in their hometown.

Nichole Uecker: So that can be a step that is a little bit difficult for and then some students may be unsure of what is needed and I'm happy to work with folks if they are unsure whether what they have for documentation is appropriately supportive or if their diagnostic information is supportive enough. I'm happy to talk through what is and is not supportive or what sorts of documentation may be needed for certain types of accommodations if a student is seeking them. Also with student permission oftentimes we can work directly with a provider to find out more about a student's needs.

Nichole Uecker: So, in terms of scheduling a meeting with me, again, my schedule can be a little bit tricky and student schedules are a little bit tricky to navigate. And if the student had a negative experience in the past around seeking out or implementing their accommodations, it can be a little daunting to start that process again. Before the letter is approved, problems that might occur with getting the letter put in place as the student may not have documentation. They may come to me and say hey I have a diagnosis but I'm not able to locate or I'm not able to get my documentation or they say I feel really strongly that I do have a diagnosis but I haven't been assessed.

Nichole Uecker: That's a point in the process where the student is likely to get stopped up because without documentation we don't really have support for what the student is requesting in terms of accommodations. So that's something that again, we can work with the student to try to reach out to providers to try to get them connected with providers for a future diagnosis. It's not to discourage folks from reaching out, it's just something that might need a little bit more support from our team. The student may need updates to their letter. It's the student's responsibility each semester to assess their current letter and make sure that it's representative of their needs.

Nichole Uecker: If they do need updates, it's their responsibility to reach out to me and schedule a time to update that letter so that it can be, like I said, appropriately reflective of their needs. And then finally, where students might run into hurdles getting the letter out to instructors, especially first year students, I've noticed many may not think that accommodations are necessary in college. Maybe they feel like

they've come to art school because it's a passion, it's a strength and they may not necessarily feel that accommodations are something that they will need.

Nichole Uecker: So they may not submit them right off the bat or, again, they may have had a negative experience in the past with providing accommodations and maybe feeling stigmatized or just feeling like they're asking for support and for many students there's a degree of around requiring and asking for support. So, how can faculty and staff help with this process? encourage students with accommodations to share them with you. I know some faculty members and lab staff have reached out to ask if they can make kind of a general statement at the beginning of the semester—Hey, if you have accommodations, please make sure that you share them with me or if you have accommodations like I'd love to learn more.

Nichole Uecker: Just keep in mind that it's not appropriate to ask for a student's diagnosis. So if a student shares their accommodations with you and they feel they want to share their diagnosis with you, it's not prohibited for them to share it, but it is prohibited for us to ask for that diagnosis. If students reach out for help or accommodation in class, if they're coming to you and saying, "Hey, I need a modification. Hey, I need an adjustment. Hey, I need special equipment," send them to studentsupport@miad.edu or directly to me. We are happy to work with those students.

00:15:00

Nichole Uecker: But before you agree to any accommodations please feel free to make sure that student has MIAD approved accommodations so you know how to best support those folks. Third, create a judgment free space for students to share their support needs and don't make assumptions about student diagnosis and that type of thing. I know it can be difficult when a student doesn't have an obvious disability or health condition. It can be a little bit difficult to understand maybe why students have the supports that they have or how their disability or condition impacts them. But I really encourage you to give the students the benefit of the doubt.

Nichole Uecker: There are a lot of students here who are dealing with quite a lot and they work really really hard oftentimes to keep how much they're struggling from others. So, if students don't have an obvious need, but they're sharing a letter with you, it's beneficial to assume that the students are, sharing that information with you, not because they're trying to take advantage of the system, but because they want to share with you how they learn best and they want to work hard and have an equal opportunity with their peers.

Nichole Uecker: All right. So, taking a look at some of the data, who is currently receiving accommodations at MIAD? This is a chart showing the last few semesters at MIAD. And it's obvious just from taking a look that those numbers have increased. If we take a look back at fall 2020, we had kind of a period where things stayed about the same and then as of fall 22, things really started ramping up.

Nichole Uecker: Finally, as of the end of spring 2025, so as of about May, about 35% of all enrolled MIAD students were receiving accommodations. That's not an exhaustive number. and it does not include all folks at MIAD who have a disability or who benefit from some type of modification or have their own coping strategies. This is just the percentage of folks that were currently serving at this time. I had a little addition there on the right that says that nationally the percentage of college students jumped about 10% between 2004 and 2020, so from 11% to 21%. And then here showing another big jump that's also representative of what we're seeing nationally.

Nichole Uecker: And there are many reasons that the numbers for diagnoses have increased since 2020. A lot of folks being home that much and having that much time to spend with themselves is pretty revealing, and a lot of folks sought diagnosis during the pandemic as they realized some truths about themselves. There's also been a lot of efforts to diagnose and serve previously underserved populations including BIPOC communities and women/ female presenting folks– those are groups that have traditionally been underserved. So these increasing numbers are more about people educating themselves and being a part of the statistics when maybe they weren't necessarily represented before.

Nichole Uecker: So when we break down those percentages, this is what we're seeing in terms of the landscape for some of our most common diagnoses. As of spring 2025, about 86% of all of the students who were receiving accommodations at MIAD had a diagnosis that falls underneath the neurodivergent umbrella, which we'll talk more about in the next slide. But as you can see our numbers, especially in terms of folks identifying as being on the autism spectrum and folks with ADHD, are becoming our largest growing categories. Prior to spring 2023, we were not specifically pulling data on ADHD diagnoses at MIAD.

00:20:00

Nichole Uecker: We were including that under the umbrella of the psychiatric and mental health diagnosis. So since we've pulled that out, you can see that the number of individuals reporting an ADHD diagnosis and an autism diagnosis are creasing. So what does it mean to be neurodivergent considering that so many of our folks with accommodations are neurodivergent? You're not diagnosed as being neurodivergent. It's a category of diagnoses that typically represent brain functioning that's different and develops differently from typically developing age related peers.

Nichole Uecker: So neurodivergent folks have a different sort of brain makeup and the brain is developing differently around those activities of daily living. And these are just a few of the diagnoses that fall underneath that neurodivergent umbrella. A lot of our students here fall within this category as I mentioned. And if you're interested in learning more again I have my sources in the bottom there.

Nichole Uecker: You yourself may have one of these diagnoses or know someone who does. So, it's not just autism, it's not just ADHD. When we think about neurodivergence, we're thinking about differently developing and differently functioning brains.

Nichole Uecker: What is the role of the Student Accessibility Coordinator and the Student Support team in accommodations? The primary responsibilities of the Student Accessibility Coordinator first is ensuring that students with documented disabilities have equal access to programs and services offered by MIAD. That means that part of my responsibility is reviewing that documentation of diagnosis and pulling information about support needs and then following up with that conversation to help students identify which supports may best accommodate that need. Ideally the point of accommodations is to completely eliminate barriers that are imposed by disability related symptoms. That's not always possible, but that's the aim. We want to try to create that equal access to programs and services.

Nichole Uecker: Again to reiterate, MIAD does not provide diagnostic assessments for students here on site. So students must come to us with that diagnosis and that supportive documentation already in place. We're happy to help students prepare for conversations with doctors providers or to get connected with providers when it's appropriate for us. But again we do not create those diagnoses here at MIAD.

Also part of my responsibility is to help students with implementing accommodations and providing guidance on how to activate those accommodations once that letter has been created.

Nichole Uecker: Second, one of my other primary responsibilities is acting as a liaison between students, faculty, and staff to discuss accommodations and to brainstorm how those accommodations may be applied most beneficially in the classroom or housing or on the facility or wherever it may be. And then third, ensuring that MIAD is in compliance with state and federal disability laws such as the Americans with Disabilities Act or ADA and Section 504 of the Rehabilitation Act. So, a big part of what I do is making sure that students are supported under those laws and also that we are compliant with our responsibilities under those laws.

Nichole Uecker: And a big reason that I reach out to faculty and staff and students as part of that liaison activity is to make sure that everyone feels supported to the best of my ability around compliance with those acts. So, what additional supports are available for students with accommodations at MIAD? If you have a student and they know they need help, but they're not exactly sure what support they may need, feel free to refer them to studentsupport@miad.edu. That's kind of a general catchall email.

00:25:00

Nichole Uecker: If a student is struggling with finances, if a student is struggling with their relationships, if they're struggling with communicating with their instructors or with getting work done, studentsupport@miad.edu is a great first stop for them. And from that first stop they can be connected with some of these other resources, including academic support. So our extremely capable tutoring team is always happy to help students. Lisa has a wealth of past educational experience and is just a magician at working with students around time management, task initiation, reading and writing support, and any other number of individual academic skill development support.

Nichole Uecker: And the tutors themselves are not only great at working with students around kind of general college needs and homework assignments, but they're also obviously have major specific knowledge. So, if a student is looking for software support or support with a specific assignment in a major class, the ASC tutors are great resources and they're available on a pretty regular basis if students want to set up regular appointments. So please feel free to refer your students that way. If students need help creating routines—the transition to college can be very very stressful for those first year students, transfer students, anyone—so if students need help with creating routines and managing stress around college life, please feel free to refer them to our Student Support coordinators, Brandon and Rithi..

Nichole Uecker: They're, again, just magical humans who have endless patience for students and while they have a limited physical capacity, they're always happy to help. So feel free again to reach out to them through their own email addresses or through studentsupport@miad.edu. And if students reach out about questions for housing, accommodations or building accessibility, they can reach out to me for accommodations. All housing accommodations come through me—that includes emotional support animals. Then, for building accessibility, I work really closely with our Facilities team, who also again are just wonderful humans who find impossible solutions to impossible problems.

Nichole Uecker: So they are just wonderful. So if students are reaching out about accessible chairs, modifications to tools, or that type of thing, reach out to me and/or our facilities team for that. So what supports are available for faculty and staff? It's kind of the same deal. If you're not exactly sure, you have a student and you're not sure how to help them or what they may need or you just notice something off

about a student and you're not quite sure how to help, feel free to reach out to studentsupport@miad.edu. We're always happy to help or brainstorm or lend an ear anytime that we can for help with supporting accommodations.

Nichole Uecker: If it's a brainstorm for an accommodation, if you're working with a student to try to support a specific need and you just can't quite figure out what to do or how to make it work in a way that meets course objectives, please feel free to reach out to me. And if you need specific help with a student who may have an accommodation that is outside of your capacity to assist with, a very specific reading or writing accommodation or other sorts of guidance that a student may need, please feel free to reach out to Lisa Floating as well. So, for help with supporting those accommodations, Lisa and I are always happy to brainstorm and to apply practical solutions when possible.

Nichole Uecker: If you have concerns about a student's success, if their grades are slipping, if they have stopped showing up for class, if you have concerns about a changed habit, feel free to reach out to Holly Vanderbush, Rebecca D'Amore, to me if that student has accommodations. We're again happy to brainstorm and we're there to help. Next: supporting student accommodations, how to do that and also why we do that. Our goal with accommodations as I mentioned is to provide equal access to opportunities for individuals with disabilities or other support needs. We would never want to prohibit a student from accessing my programs and services simply because they had a disability.

00:30:00

Nichole Uecker: And there are multiple ways of learning and demonstrating mastery that may not be the ones that we traditionally consider. So, it's really important to think about accommodations because, for example, a person who may not be especially comfortable with expressing themselves through writing or through public speaking, for example, may be able to express themselves really eloquently in another format. And there are creative ways to meet objectives that may not fit the traditional mold, but that's what accommodations are all thinking creatively about providing equal access. They also provide faculty and staff with a sort of heads up on effective methods for working with students and with those needs that the student may be bringing to a classroom.

Nichole Uecker: So kind of without an accommodation letter, you're sort of working without that advanced knowledge of things that a student might need to be successful. Instead of having to invest that initial effort to understand what a student may need or how they may learn, an accommodation letter is that sort of sneak peek into a student's learning preferences and things that may be beneficial or things that may be potentially harmful for them in the classroom. The accommodations allow students to access the assessment process on a more level field. Preventing a student from demonstrating mastery by restricting their ability to be assessed, whether that's a format that's not compatible with a student's learning needs or with their specific disability, it sort of limits our capacity to entertain student success.

Nichole Uecker: By creating different opportunities for students to demonstrate mastery, different ways for them to show that they can meet an assignment goal, it provides more opportunities for more individuals to be successful. In that vein, accommodations have been shown to support higher retention and graduation rates in college. Not just because students are better able to equally access material and assessment.

Nichole Uecker: But they're also accommodations when applied successfully also have been shown to increase students' sense of belonging to the community and to increase general supportiveness of

disability. And then finally accommodations are important because students who have accommodations have an opportunity to become more proficient in self-advocacy. I often tell students who come in to meet about accommodations that they're here to learn skills for their major. They're here to learn skills to practice living independently or communally with others. And they're also here to practice advocating for themselves for the future. College is a great place to make mistakes and to learn and to grow.

Nichole Uecker: Again, not just in their major, but as humans. And individuals who live with a disability or a medical condition that limits their ability to perform in everyday activities maybe to the degree that they'd like to, it's really in their best interest to begin building those self-advocacy skills now so that they can have the skills that they need long term. So how can faculty support and staff support impact accommodations? so there's a lot of great information about these topics here in the article listed below. And again, I have that in my work cited at the end that I'll kind of breeze past toward the end here.

Nichole Uecker: But the study that I've taken some of this information from focuses on students with accommodations and the reasons that they're not able to successfully redeem their accommodations or benefit from their accommodations in college often. The first thing that they mention in the results of the study is the relational process. So that is the piece of the accommodations process where students have submitted their letter to you and they're asked to follow up to discuss expectations for using and communicating about their accommodations. Students in this study talk about the time and energy that they invest in those conversations versus a student who doesn't have accommodations.

Nichole Uecker: And they're doing this conversation to get the things that they need and help ensure that the accommodations that they have will be applied appropriately and effectively. But a lot of times for students talking about their accommodations, talking about their disability is not something that's very comfortable for them. There may be that lasting stigmatization of disability. There may be a sense of shame or discomfort around asking for support or revealing that personal information. Students are already required to have that conversation with me and share things about themselves that maybe they're not comfortable with or they don't feel safe sharing a lot of the time. And then every time they have that conversation with faculty again, it's sort of a repeat of that process.

00:35:00

Nichole Uecker: And each time they walk into that conversation, students aren't sure how they're going to be received in that conversation. So, it can be a very anxious process for them. It's something that for some folks may turn them away from activating their accommodations. It's why I encourage folks to have those conversations be as judgment free as possible—because students really appreciate the space to speak about something that can be really, really hard to share. again recognizing that internalized stigma in students when they have a conversation with others, especially people that they don't know super well right I mean at the beginning of the semester students may not know faculty super well and vice versa.

Nichole Uecker: And for some students, it's another huge part of their identity that they're grappling with "I'm an artist and I'm an ice skater and a brother and I'm also a person with autism. How does that all work together?" A lot of folks too have shared that they sort of internalize those negative interactions with faculty or with Student Accessibility Coordinators or with parents or friends as a punishment for having a disability. It can be traumatizing for folks to have those conversations over and over again and maybe not be believed or interpreted in the way that the students with a disability want to be interpreted.

Nichole Uecker: And then finally I think it's super important—and this study emphasizes that it's really really important—for myself, for faculty, staff, for administrators to recognize their limitations as an instructor and as a human. I think that while we all want to help students and we all acknowledge that some students may need more support than others, we don't necessarily have capacity to help every person in the way that we would like or that they deserve. So that's when it's a great time to— before maybe you feel like you want to go forward and deny an accommodation or you're not sure how an accommodation fits in your classroom—to reach out to Student Support reach out to your faculty chair or to the administrators.

Nichole Uecker: It can be really really helpful to talk through some of those limitations and there are supports and other resources here on campus. Part of our role and the Student Support team is to connect students with resources off campus as well. So we all have our limitations and we all do what we can, but just acknowledging that it's totally okay to reach out for support can be helpful too. Additional accommodation tips for folks to think about: Universal Learning. A really helpful way to help folks with accommodations is to help everybody. Consider multimodal learning, perhaps different ways of teaching different things. Some folks might not be great auditory learners. Some people might not be great visual learners.

Nichole Uecker: Something that I for example recommend oftentimes is to provide examples of projects from previous semesters, previous student work. Students really benefit from having a concrete physical example of what they shouldn't be doing. and that includes written work and projects. for writing. If a student who's not super confident about their writing skills is able to take a look at a finished essay and be like, "That's how that should look," or, "That's how big that paragraph should be." Sometimes that can give them the confidence that they need to get started and moving and get that task going. This second point is really really important.

00:40:00

Nichole Uecker: We actually had a question come up about this prior to the presentation. Having accommodations does not guarantee a passing grade. Students with accommodations still need to put in the effort to the best of their ability. Even with accommodations, a student may not be able to pass a class if they're not able, for whatever reason, to put in the work that they need to get work in, to engage with the class, to meet course objectives. And if that's the case, I encourage faculty and staff and administrators to reach out as soon as possible, both to the student and to the Student Support team. the student can't make a huge change if they don't know that there's a problem. And of course, a lot of the responsibility is on the student to make that change. But again, college is a place to take risks and make mistakes.

Nichole Uecker: and maybe fewer mistakes or maybe fewer risks and gentler mistakes but we want to make sure that if a student is struggling that we give them the support that we can. So feel free to connect students who you feel may be struggling with the Student Support team. and if you need guidance, talking to a student with accommodations about concerns with their grade or about their behavior or about assignments, feel free to reach out to our team for that support. If sometimes students may not know how to ask for help, again, they may kind of be stuck in that cycle of guilt and concern about asking for support.

Nichole Uecker: So, that referral sometimes can be the boost that they need to get connected. and again to reiterate, communicate early and often and in writing with students if you're concerned about their performance in class. and definitely feel free to copy Student Support on those emails. We love to know what's happening with students and, the sooner that we can intervene if a student is getting off track, the easier it is to get them back on track. Theoretically. And then if you feel a student needs additional support that you're not able to provide, I know that all of you have a ton on your plate and, especially for some of the adjunct faculty and staff. It can be really really difficult to find any extra time for accommodations or training or that sort of thing.

Nichole Uecker: So, if a student needs extra help and you just don't have capacity or resources to support that student in the way that you'd feel free to reach out to us. We're happy to take on some of that support and that our job is to support students through that to support faculty and staff as well. So to end, I just want to thank you. Every single faculty member and staff member that I've worked with here at MIAD has done amazing amazing things for our students whether they have accommodations or not. And it's clear to me that every faculty member here, every person who is employed by MIAD, genuinely cares for the community. And we're here to support you.

Nichole Uecker: So, whatever we can do to help you help students, please let us know. Also for additional reading, here are some of the pieces that I used to inform my presentation today. There's a lot of great information on some of the legal issues and some of the diagnostic issues that I discussed as well as some of the information from the recent study from July 2025 about sort of student named issues with activating accommodations in college.

Nichole Uecker: I did also want to just kind of from our questions that we received remind everyone that there are additional training available if you're interested in learning more. We have the neuro prep training available. That's a self-directed training on autism and working with students with autism in college. If you would like additional resources, webinars, books, different trainings, please feel free to reach out to me or to the Student Support team. We do have additional resources and if you're especially curious and want to learn more about a specific topic such as autism or ADHD or universal design, please let me know. Feel free to send me an email with things that you'd like to learn more about. Additionally, if you have any student concerns that you're not able to address either through the question sheet that I sent out and feel free to keep adding your questions there.

00:45:00

Nichole Uecker: But if you have a specific student concern and you'd like to speak offline about that, feel free to reach out to me anytime via email and I will get back to you as soon as I can. I love interesting questions and I love brainstorming with folks on unique ways to support students who have the need. So, feel free to reach out to me anytime. Thanks so much.

Meeting ended after 00:45:38 🙌

This editable transcript was computer generated and might contain errors. People can also change the text after it was created.