

Semesterly Newsletter



ACCESSIBILITY AND
DISABILITY SERVICES



AVP's Corner

Welcome to the second issue of the semesterly ADS newsletter! Since our last edition, there have been many exciting developments across campus. One of the most notable updates is the extension of the digital accessibility compliance deadline to April 2027.

While this shift provides additional time, UMBC's commitment to accessibility remains steady and intentional. We will continue to charge forward in improving our digital practices and expanding resources and training that support equitable access for all in our community. We extend our thanks for the collaboration and leadership of DoIT, which has fostered meaningful progress throughout our academic and administrative spaces.

Some key events this semester included our monthly assistive technology event: "Tea Time with Tori," accessibility tours, and the Campus Accessibility Spring Update, along with programs such as the "Being Michelle" film screening, training sessions, and HR workshops on employee accommodations and FMLA, to name a few.

ADS was also excited to engage with prospective students and their families during Admitted Student Day, sharing resources and highlighting the support systems available to ensure student success. Moments like these remind us of the importance of visibility, connection, and early access to information.

Please keep an eye out for our annual survey and feedback suggestion form. Your voice is important in improving disability access. Accessibility is not just about meeting requirements; it is about creating an inclusive environment where everyone can participate and thrive. Access is inclusive excellence.

Thank you for your continued collaboration and support. We wish you all a safe, restful, and enjoyable summer!

Tawny L. McManus
Assistant Vice President,
Accessibility & Disability Services,
Division of Institutional Equity



In this newsletter you can expect:

Community News

Tori's Tech Tips (Triple T's)

Student Employee Insights & Reminders

Featured Spotlight

Black History Month Specials

Faculty & Departments Accessibility Trailblazers



Community News

SDS is excited to pilot a new AI note-taking tool, **Jamworks**, as we begin phasing out Otter this semester. A full announcement will be shared in the Fall via Accommodate, myUMBC, and email. This transition comes in response to student feedback about Otter's troubleshooting issues and its limitations with STEM content and language transcription. It's also a tool used by other schools in the University System of Maryland. Jamworks was built specifically for education. It uses AI to help students turn lecture notes into organized study materials, complete with transcripts, summaries, and study tools like quizzes.

Students approved for note-taking accommodations will continue to receive premium access, and our current pilot group has shared very positive feedback so far. Microsoft OneNote also remains a free option for all students. If you need help or would like a demo on how to use Jamworks, please book an Assistive Technology appointment with our Assistive Technology and Accessibility Specialist, Tori Jakpa.

Finally, our Delta Alpha Pi Honor Society (DAPI) inducted 12 outstanding SDS students for the 2026-2027 academic year! Congratulations to these talented student leaders.



Tori's Tech Tips (Triple T's)

Hi! I'm Tori Jakpa, SDS's Assistive Technology and Accessibility Specialist. Welcome to my tech corner! Your go-to space for accessible tech tips and everyday hacks. Whether you're a student, staff member, or faculty, there's something here for you. Let's get into it!

Tip #1: Use YouTube's "Ask" Feature for Instant Transcripts

Got an older YouTube video with zero captions? YouTube's new "Ask" AI feature might just save the day. It can generate transcripts and answer questions about video content on the fly, making it a great accessibility workaround and a study tool in one. Fair warning: it's still finding its feet, and it's mostly available in the U.S.

It is limited to English videos only, and you'll likely need to be signed in to access this feature.

Tip #2: Study Smarter with NotebookLM

If you're taking a research-heavy course, NotebookLM is a game-changer. You can upload your notes, readings, and lecture materials, then ask questions and get answers with citations directly from your sources. It can also create study guides, flashcards, quizzes, and even audio summaries that feel like a mini podcast. What makes it especially powerful is that it stays grounded in your materials, helping you study more efficiently while keeping information accurate.

Tip #3: Microsoft Accessibility Finds

Microsoft's accessibility game is quietly impressive; Word, PowerPoint, and OneNote all come loaded with built-in tools like the Accessibility Checker, Immersive Reader, and Read Aloud that actually make a difference. But here's the one worth getting excited about: PowerPoint's Rehearse with Coach. Think of it as your brutally honest AI presentation buddy. It listens as you practice and calls out your filler words, flags your pacing, and even nudges you toward more inclusive language.

That's all for now! Want more tips? Come find me every month at "Tea Time with Tori" in Math/Psychology 222, where I spill all the tea on everything assistive technology!



Our Department Through a Student Employee Lens

By Sunny Urizar (Warden)

Each semester, our department hires many student employees to help ensure smooth daily operations while also providing valuable, real-world work experience for our student community. These roles not only support our services but also offer meaningful insight into the student experience.

This semester, we had the opportunity to interview one of our most tenured and valued student employees, Julianne Scott, a third-year student. Julianne chose to focus her Q&A on common challenges students face and how our office can help address them.

Q: What do you think is the greatest challenge students registered with our office are currently facing?

A: Many students struggle with navigating Accommodate—specifically, knowing where to find information and how to use the system effectively. I often suggest that students bookmark the [Accommodate](#) login alongside their email and calendar to keep everything organized in one place. From an employee perspective, students are not aware that there is a direct link to Accommodate on our main webpage for accessing SDS services. I believe it would be helpful if we added a "how-to" training video there for after students register with the office to help them more confidently and easily use the system and services.

Q: What would you say to a student who may be hesitant to reach out for support?

A: We are here in the office every day, ready and willing to help in any way we can. Initiatives like this spotlight help increase visibility and show that we truly care about creating a supportive and welcoming environment for all students.



A Few Notes To Remember

- **New Student Registration:** New to SDS? Complete your registration online, upload documentation, and schedule your initial meeting appointment to get started.
- **Semester Requests:** Don't forget to submit your Semester Request in Accommodate each term to ensure your instructors receive your accommodation letters.
- **Note-taking Accommodations:** If you've been approved, request access early so you don't miss out on available resources. We'll also be transitioning from Otter to Jamworks this fall. If you need a demo, book an AT appointment!
- **Connect with Your Faculty Early:** Be proactive in discussing your accommodation needs. For example, if you need to reschedule a test or adjust the time, email your professor in advance.



Featured Spotlight: From Turntables to Teaching — The Journey of Michael Canale

By Tori Jakpa

Michael Canale has been selected as a recipient of the 2025–2026 Diane M. Lee Teaching Award, a prestigious honor recognizing exceptional dedication to teaching, innovation in pedagogy, and a deep commitment to student success within the University System of Maryland.

At UMBC, this award highlights individuals who transform learning environments through inclusive, student-centered, and impactful instruction, and Michael's career reflects exactly that mission.

What makes Michael's recognition especially meaningful is the breadth of experiences that shaped his path as an educator. Long before stepping into higher education classrooms, he began his professional journey in a completely different world: music and broadcasting. As a young DJ, he worked nights on the air in New York, developing a strong sense of communication, timing, and audience engagement.

Who knew those years behind the turntables, reading a room through sound and energy, would turn into the foundation for his dynamic and interactive teaching style.

But even before music, another influence quietly shaped his trajectory. Michael's early exposure to American Sign Language (ASL) began through his grandmother. Learning ASL initially started as a personal, family-centered experience, rooted in communication, curiosity, and connection. What began as informal learning at home gradually grew into a lifelong commitment to Deaf culture, accessibility, and language education. That early connection planted the foundation for a career that would span interpreting, teaching, and disability advocacy.

Michael transitioned from broadcasting into the field of interpreting and education. In 1998, he taught ASL and interpreter courses at Suffolk County Community College, later expanding his expertise at Columbia University, New York, where he contributed to course development in Deaf culture and ASL pedagogy. He also played a key role in shaping ASL as a modern language program, helping strengthen instructional frameworks that supported both students and faculty.

His professional journey continued into the private sector, where he trained interpreters and professionals in communication access. Later, his work brought him into higher education accessibility and teaching at Miami Dade College, Florida, where he further refined his approach to first-year seminars and student transition programs. At UMBC, Michael's impact has been particularly transformative. Initially brought in to support deaf student access in SDS, he began teaching first-year experience courses and developed a First-Year Seminar focused on disability studies, the first of its kind at the institution.

The course intentionally challenges students across disciplines to consider how disability intersects with their future professions. His teaching approach emphasizes "N plus one" learning, meeting students at their current level of understanding and building upward from there, while also grounding instruction in disability-informed and trauma-informed pedagogy.

Beyond the classroom, his contributions to SDS and the American Sign Language Program at UMBC have been indispensable. From coordinating interpreters and assisting with testing accommodations to supporting faculty and program operations, his behind-the-scenes work ensures that accessibility is not just an idea but a functioning reality. Colleagues and students alike recognize his classrooms as highly interactive, inclusive spaces where learning is collaborative and culturally responsive.

The Diane M. Lee Teaching Award acknowledges both his instructional excellence and his broader influence on campus culture. It also includes a \$1,000 recognition in honor of his contributions to student learning and academic transition programs. From DJ to interpreter to university teacher, Michael's journey reflects an uncommon blend of creativity, communication, and commitment to accessibility—one that continues to shape how students at UMBC learn, engage, and understand the world around them.



Celebrating Black Disability History

By Tori Jakpa

During Black History Month this spring, the Accessibility & Disability Services (SDS) department invited the UMBC community to take a reflective journey through history every Thursday.

This series served as both a celebration and a call to remember the intersections of race, disability, and lived experience across generations.

Week 1: The Real Story Behind the Crip Walk

Many first saw the “Crip Walk” during Kendrick Lamar’s 2025 Super Bowl halftime show. However, its origins trace back to Henry “Crip” Heard, a Black double amputee dancer. After losing his arm and leg as a teen, Heard turned to dance, developing a style rooted in tap, rhythm, and expressive movement. He reclaimed “crip” as a symbol of pride and artistry, challenging stigma around disability.

From the 1940s–50s, he performed widely across the U.S. and Canada and gained recognition in the Black press. Over time, his legacy was separated from the dance he created.

This week honored Henry Heard and the importance of preserving Black disabled cultural history.

Week 2: Beyond the “Blind Musician” Trope

The Beginning: Blind Tom Wiggins (1849)

Thomas “Blind Tom” Wiggins, born into slavery in 1849, was a blind Black musical prodigy. A gifted pianist and composer, he toured nationally and performed for large audiences, generating significant revenue in the 1800s.

Despite his success, he remained enslaved and was controlled by white guardians, never gaining ownership of his earnings or artistic career.

Music as Survival

In the post-slavery era, many blind Black musicians faced racism and limited opportunity. Many used “Blind” in their stage names, such as Blind Lemon Jefferson and Blind Willie Johnson, as a way to gain visibility and employment. This naming practice was not a limitation but a survival strategy. Music became a pathway to independence, identity, and economic survival.

The Harmful Myth

A damaging stereotype emerged suggesting blind musicians were naturally gifted. This erased training, discipline, and labor, reducing artists to their disability rather than recognizing their skill.

Breaking the Mold: Ray Charles

Ray Charles rejected this narrative and refused to be defined by disability in his public identity. He insisted on being recognized first as an artist, not a label.

Modern Voices

Contemporary artists such as Stevie Wonder, Lachi, and others continue to challenge stereotypes and expand representation in music.

Why This Matters

Approximately 1 in 4 Black adults in the United States has a disability. Yet disabled Black stories are still frequently misrepresented or incomplete. This week emphasized the importance of disabled people telling their own stories.

Week 3: Creating the Future — Mary Beatrice Davidson Kenner

Mary Beatrice Davidson Kenner was a pioneering Black inventor who transformed everyday life through accessibility-focused design.

Born in 1912 in North Carolina, Kenner began inventing at a young age and later moved to Washington, D.C., where she regularly visited the U.S. Patent Office to research her ideas. She ultimately earned five patents, more than any other African American woman in U.S. history.

In 1956, she patented an improved sanitary belt designed for comfort and reliability. Although her invention drew industry interest, companies withdrew support after learning she was Black, and she did not receive financial recognition for her work.

Despite these barriers, Kenner continued inventing. She created assistive devices inspired by her sister's disability, including mobility tools and home accessibility adaptations designed to support independence and daily living. Her legacy lives on in modern menstrual products and accessibility innovations used today.

Week 4: Fannie Lou Hamer — Disability and Civil Rights

Fannie Lou Hamer rose from the Mississippi Delta to become one of the most powerful voices in the civil rights and voting rights movements while living as a disabled Black woman.

Born in 1917, she survived polio as a child, resulting in a permanent limp. In 1961, she was forcibly sterilized without consent in a racist and ableist practice known as a "Mississippi appendectomy." In 1963, she was violently beaten in jail for her activism, resulting in permanent kidney damage and vision impairment.

Despite this, Hamer co-founded the Mississippi Freedom Democratic Party and delivered a historic testimony at the 1964 Democratic National Convention, exposing voter suppression and systemic violence. Her work helped pave the way for the Voting Rights Act of 1965.

She also advanced economic justice through the Freedom Farm Cooperative, supporting Black communities with housing and resources. Long before the term "intersectionality" existed, Hamer embodied it, confronting racism, sexism, ableism, and economic injustice simultaneously. Her legacy reflects the inseparable nature of disability justice and racial justice.

Works Cited (MLA)

- Blacklisted Saint. The Crip Walk: A Dance Rooted in Black Disabled History. Substack, <https://blacklistedsaint.substack.com/p/the-crip-walk-a-dance-rooted-in-black>.
 - "Black, Blind and Brilliant: 10 Musicians Who Overcame the Odds." PBS Origins, Public Broadcasting Service, <https://www.pbs.org>.
 - "Fannie Lou Hamer." American Experience, PBS, <https://www.pbs.org/wgbh/americanexperience/>.
 - Jackson, Chereese. The Crip Walk: A Dance Rooted in Black Disabled History. Substack, <https://blacklistedsaint.substack.com/p/the-crip-walk-a-dance-rooted-in-black>.
 - Michals, Debra. "Fannie Lou Hamer." National Women's History Museum, <https://www.womenshistory.org/education-resources/biographies/fannie-lou-hamer>.
 - "Mary Beatrice Kenner: The Inventor Who Changed Women's Lives." History Hit, <https://www.historyhit.com/>.
 - "Sterilization of Women of Color: Does 'Unforced' Mean 'Freely Chosen'?" Ms. Magazine, <https://msmagazine.com/>.
-



504's Legacy, A Campus Obligation, Not a Courtesy

By Rich Dunlop

Black History Month on campus is a public practice of remembering and of telling the truth about how progress is made. It is about the work Black Americans have done, and continue to do, despite barriers that do not disappear just because we celebrate a month. One story that belongs to that tradition is the fight to make Section 504 of the Rehabilitation Act real on university campuses.

On a college campus, “504” is supposed to mean access. Too often, we talk about it like a form—something administrative, a box to check, a letter to file and forget about. But Section 504 is not a campus procedure; it is a federal civil rights rule tied to federal funding. If an institution takes public money, it cannot shut qualified students out of programs and opportunities because of disability. And in 2026, this is not settled history. Disability protections remain politically contested, and federal enforcement capacity is not guaranteed.

Under the current presidential administration, debates about the role and reach of federal civil rights oversight have been paired with concrete disruption inside the U.S. Department of Education's Office for Civil Rights, the agency responsible for investigating and enforcing many civil rights complaints in education. A Government Accountability Office report released on February 2, 2026, underscores a basic point that should make any campus pay attention: rights do not enforce themselves; they require institutional capacity and consistent action.

To understand why that matters, it helps to remember what people mean when they refer to “the 504 movement.” Section 504 became law in 1973, but for years the federal government delayed issuing the regulations that would make it enforceable in practice. In April 1977, disability rights activists responded with coordinated sit-ins at federal offices around the country. The defining action unfolded in San Francisco, where protesters held the occupation for weeks, long enough to force the issue onto the national agenda.

The result was not symbolic. On April 28, 1977, HEW Secretary Joseph Califano signed the Section 504 regulations, and the sit-in ended soon after. In other words, an access law became enforceable because people refused to accept delay as normal. Two figures matter here for UMBC readers, Brad Lomax and Dennis Billups, in part because both men organized while living with disabilities, and because their work shows how disability civil rights is built through coalition, not courtesy. Lomax, a Black Panther and disability rights organizer living with multiple sclerosis, helped connect movements that were too often treated as separate: racial justice and disability justice.

Billups, a blind Black organizer, became a visible leader inside the occupation itself, helping boost morale and mediate disputes as the protest stretched from days into weeks. The sit-in worked because it understood a hard truth: endurance is political power. Endurance requires logistics, and the historical record is clear about what that looked like—community support that ensured people were fed and able to stay. The Black Panther Party's daily meal support is repeatedly credited with sustaining the San Francisco occupation, and Lomax is consistently named as a key connector between disability organizers and that support network.

The "504 Plan" vs. College Services

In K-12, students often have a specific "504 Plan." In college, the responsibility shifts to the student to disclose their disability to the school's Office of Accessibility or Disability Services. The civil rights protections of Section 504 are what legally back these students when they request accommodations.

For a campus like UMBC, their story is not a historical aside. UMBC is nationally recognized for producing Black graduates who go on to earn Ph. D.s in the natural sciences and engineering, and for Black graduates who go on to earn M.D. and Ph.D. degrees. That legacy depends on access, not slogans, and it includes Black students with disabilities.

In 2026, Section 504 remains the backbone of this work in higher education. Students can encounter barriers in learning platforms, proctoring systems, lecture capture tools, lab safety procedures, housing policies, and internship or clinical placement requirements. When those systems are designed without disability in mind, they do not merely inconvenience students; they can quietly close doors.

As a Disability Intake Specialist in UMBC Student Disability Services, I see the modern version of the 504 movement every day. It is less visible than an occupation, but it is still about equal participation. The question for our campus is whether we treat accommodations as favors or as civil rights infrastructure. Black History Month is a public practice of remembering and acknowledging contributions made by Black Americans despite the obstacles we continue to face.

Accountability is what Section 504 provides. It is not just a compliance label. It is a civil rights promise, kept only when institutions choose, every semester, to build bridges for those with disabilities to access equitable educational opportunities.

Works Cited (MLA)

- Eveland, Alyssa. "504 Protest: Disability, Community, and Civil Rights." *National Park Service*, 21 Mar. 2024. ([National Park Service](#))
- Grim, Andrew. "Sitting In for Disability Rights: The Section 504 Protests of the 1970s." *Smithsonian National Museum of American History*. ([Disability Studies Quarterly](#))
- Hansen, Sarah. "UMBC Graduates More Black Students Who Go On To Earn Doctorates in Natural Sciences and Engineering Than Any Other U.S. College." *UMBC News*, 6 Aug. 2021. ([UMBC](#))
- "UMBC Leads Nation in Producing African-American Undergraduates Who Pursue M.D., Ph.Ds." *UMBC News*, 2 Jan. 2018. ([UMBC](#))
- U.S. Government Accountability Office. *Department of Education: Full Costs and Savings Estimate Needed for Reduction-in-Force and Restructuring of the Office for Civil Rights*. GAO-26-108320, 29 Jan. 2026, publicly released 2 Feb. 2026. ([Government Accountability Office](#))
- "Presidents, Vice Presidents, and First Ladies." *USA.gov*, 17 Sept. 2025. ([USAGov](#))
- Schwartz, Brooke. "Dennis Billups: He Helped Lead a Long, Fiery Sit-In, and Changed Disabled Lives." *The Guardian*, 16 Sept. 2021. ([The Guardian](#))
- "Lomax's Matrix: Disability, Solidarity, and the Black Power of 504." *Disability Studies Quarterly*, 24 Jan. 2011. ([Disability Studies Quarterly](#))

Writer Profile

Rich Dunlop joined the SDS team as a contract worker in the summer of 2025. During his time with us, he supported case management, conducted initial student meetings, and met one-on-one with students to provide individualized support. His contributions made a meaningful impact, and we are grateful for the time he spent with our team. As he moves on to his next chapter, we sincerely appreciate his work and for sharing this thoughtful piece with us.



Let Me Put You On: Stevie Wonder, Disability, and Why His Genius Still Shapes the Culture

By Rich Dunlop

Listen, the streaming era can trick you into thinking influence is just algorithms and viral hooks. Let me put you on to a cheat code: Stevie Wonder, a Detroit-born Black genius who has been blind since infancy due to retinopathy of prematurity, a condition that can affect babies born early. His career is a rebuttal to the idea that disability equals limitation. He did not “overcome” music; he expanded it.

Start with the “firsts.” In 1963, “Fingertips, Pt. 2” hit No. 1 and made him the youngest solo artist ever to top the Billboard Hot 100. The numbers continue to show and prove: with more than 100 million records sold worldwide, 25 Grammy wins and 75 nominations, plus 11 American Music Awards. Here is where it gets personal, because Stevie’s music lives in the family.

As I tell students and coworkers when I’m trying to explain cultural weight, “Tell your Mom ‘I Just Called to Say I Love You’, trust me, her heart will melt.”

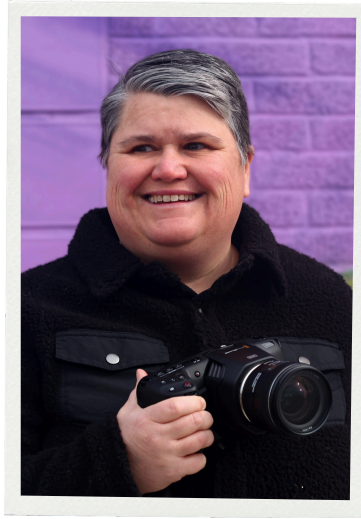
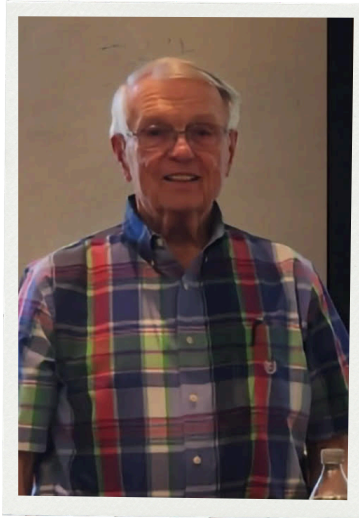
You’ll score a ton of brownie points; the song was so dope it won an Academy Award. To this day, I get teary when I hear it.” The Academy agrees: “I Just Called to Say I Love You” won the Oscar for Best Original Song, music and lyrics by Stevie Wonder.

But Stevie is not only a human trophy case, he’s an institution. The Library of Congress honored him with the Gershwin Prize for Popular Song and placed “Songs in the Key of Life” in the National Recording Registry. The United Nations named him a Messenger of Peace with a focus on people with disabilities, and he has advocated for broader access to published works for people who are blind or have disabilities. That is impact with a policy footprint.

Stevie has helped to shape American music literally for over half a century. His music is a part of the sample library that lives in Hip-Hop. Billboard magazine has tracked how “Pastime Paradise” echoes through Coolio’s “Gangsta’s Paradise,” and how “I Wish” gets flipped into Will Smith’s “Wild Wild West.” Tupac sampled Stevie’s “That Girl” on “So Many Tears” from his multiplatinum “Me Against the World” album. Stevie also wrote hits for other artists, including Rufus’ “Tell Me Something Good,” and he co-wrote and produced the Spinners’ “It’s a Shame.” He was inducted into the Songwriters Hall of Fame in 1983 and later received its Johnny Mercer Award. His collaborations run from Paul McCartney’s “Ebony and Ivory” to Michael Jackson, stretching as far back as the early Motown years. Stevie was monumental in introducing music technology with the use of synthesizers, which would later help shape the sound of American popular music.

Black History Month is the right time to say the quiet part out loud. Black culture has always been at the forefront of American culture, carrying our disability stories alongside our struggle for freedom, justice, and equality. Stevie also flexed his cultural influence into the political sphere; his song “Happy Birthday” and the campaigning behind it helped build momentum for Martin Luther King Jr. Day, becoming a national holiday. For UMBC Student Disability Services, his influence illustrates that access is a civil rights practice and a cultural one. Our job is to reduce avoidable barriers so students can show up, participate, and finish strong, especially on college campuses where systems can feel invisible. It’s easy to overlook these as merely songs. For many of us living this unique experience, Stevie somehow, without seeing, has the unique ability to capture its essence. It’s a beautiful part of our magnificent sojourn in America. Enjoy!

Scan the QR code in the Spotify image or go to (<https://bit.ly/4eNQw80>) to explore a thoughtfully curated Stevie Wonder playlist by Rich. As you read this piece, let the music move alongside the words—each track deepening the story, the legacy, and the emotions woven throughout. It’s designed to be experienced together, so press play and take it in as you go.



Making a Difference: Faculty Leaders Advancing Accessibility and Inclusion

This Spring, the Office of Accessibility & Disability Services, in partnership with the Division of Institutional Equity, proudly recognized the following outstanding faculty and departments for their exemplary commitment to accessibility and inclusion:





- **Dr. Tiffany Banks**, School of Social Work
- **Paul Coakley** (adjunct), Sociology, Anthropology, and Public Health Department
- **Kristen Anchor**, Department of Media & Communication Studies
- **Interlibrary Loan (ILL)** Department at Albin O. Kuhn Library

Each of these individuals received a Faculty/Department Accessibility Trailblazer certificate in acknowledgment of their dedication to creating accessible course materials, implementing inclusive teaching practices, and/or embracing the principles of Universal Design for Learning (UDL).

Their leadership sets a powerful example for the UMBC community, demonstrating a deep commitment to ensuring that all students, regardless of ability, have access to meaningful and equitable educational experiences. Through their ongoing efforts, they not only remove barriers but also foster a culture that values diversity, promotes belonging, and empowers every student to reach their full potential. Their dedication serves as a continual reminder of the importance of designing inclusive learning environments where all members of the community feel respected, supported, and equipped to succeed. Join us in celebrating their unwavering commitment to creating a campus where every student can fully engage, contribute, and thrive.

We thank the UMBC community for all the nominations submitted this year! Nominations for the 2026-2027 Faculty Trailblazer Awards will be accepted in the Spring 2027 semester.

Thank you for reading!

 disability@umbc.edu	 (410) 455-2459
 sds.umbc.edu and accessibility.umbc.edu	 Math/Psychology Building Room 212