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Response 1

I agree that students with disabilities in higher education have experienced barriers when accessing instructional materials online over the past decades. During this time, AIM's provision was challenging and labor-intensive since the instructional materials had to be specially crafted to fit the disabled students' requirements, for instance, recorded books or embossed Braille. Technology has remodeled the entire education system because the instructional materials used at higher education have expanded. However, technology has created a barrier for students with disabilities because of the lack of straightforward accessibility guidelines from the AIM Commission. The second challenge college students with disabilities face when accessing instructional materials is their school's ad hoc system. In particular blind students get access to their learning materials weeks later than regular students; this creates an inconvenience to students with disabilities because they end up dropping out of school.

It is true that the AIM Commission believes that they can develop instructional tools through federal funding and establishing operational guidelines for universities. This is likely to evolve in the coming years since students with disabilities will access instructional materials for their studies without experiencing any barrier. I recommend that a potential solution to the AIM issues for students with disabilities in higher education is creating a commission that would develop voluntary guidelines for the procurement and creation of accessible technology. The reintroduction of this bill will bridge the gap that causes the issue of lacking access to reading materials for students with disabilities in higher education. They hope to achieve this by defining recommendations that will assist technology and content providers with ideas to bridge the gap.

Response 2

I accede that sexual assault on campus is not a new topic. Students with disabilities are the most vulnerable population in this case due to the inaccessibility of training materials. The training materials are not accessible to the disabled because they are usually not considered since the training modules are not converted to suit their needs. For instance, a video training that lacks captions becomes hard for the deaf to interpret the information. Besides, faculty members are not prepared to offer assistance to students with disabilities who have experienced any form of assault. Some go through discrimination and violence, which leads to them become victims of sexual assault. This has a devastating effect on them because, despite their disability, they have to go through the emotional trauma alone since they lack people to go to for help or places to report the ordeal. Also, I concur that faculty members who can interact with the students lack the knowledge of how to engage with a particular type of disability, leading to communication barriers. For instance, a deaf student who has been assaulted may not know how to express the ordeal to a faculty member who does not understand sign language; thereby, they cannot help them report the matter.

I agree that any form of assault for students with disabilities will continue for the next five years because of the rise of social media platforms. Students on campus will use these platforms to harass students with disabilities through cyberbullying using hate comments. Therefore as a society, it is best to learn how to deal with these issues for the safety and well-being of students with disabilities instead of ignoring their cry for help. I ascent that to serve students with disabilities on campus better. It is best to acknowledge their vulnerability to assault. The training of handling students with disabilities who have been assaulted should be mandatory to instill confidence in the students and create an equitable experience.

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