



# Disability Services

MONROE COMMUNITY COLLEGE

## Resource Guide for Faculty Supporting Students with Disabilities 2022-2023

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## Purpose Statement

Monroe Community College provides a mainstreamed learning environment for students who identify themselves as having a disability. Students must be able to function independently, are responsible for informing the College of their individual needs and must provide the appropriate accommodation documentation for services. Reasonable accommodations are available to students who self-identify as having a disability and as being otherwise qualified for admission to the College. In accordance with the [Americans with Disabilities Act \(ADA\)](#) and [Section 504 of the Rehabilitation Act of 1973](#), the College ensures that admission, services, activities, facilities, and academic programs are accessible to and usable by qualified students with disabilities.

Disability Services is the designated department responsible for maintaining disability related documentation, certifying eligibility for receipt of services, determining academic adjustments, and ensuring provision of those services.

## Legal Mandates

There are two legal mandates that protect students with disabilities from discrimination and ensure equal access to admission, services, activities, facilities, and academic programs. These laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Section 504 of the Rehabilitation Act of 1973 states: “No otherwise qualified individual with a disability in the United States ... shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Section 504 specifically addresses mandates for institutions of higher education requiring that an institution be prepared to provide appropriate and reasonable accommodation to policies and practices to allow students with disabilities to participate in the same activities and programs as non-disabled students. It is therefore the responsibility of the College to provide accommodations to all qualified students who self-identify themselves as having a disability.

Disability laws define a person with a disability as an individual who:

- has a mental or physical impairment that substantially limits one or more major life activities; or
- has a record of such impairment; or
- is regarded as having such an impairment.

The Americans with Disabilities Act (ADA) of 1990 broadened the scope of Section 504 of the Rehabilitation Act of 1973 to include public accommodations, state and local governments, telecommunications, transportation, and employment. The ADA prohibits discrimination in nearly every sector of life and states: “A public entity shall make reasonable modifications in policies or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.”

On September 25, 2008 the Americans with Disability Act Amendments Act (ADAAA) was signed into law and took effect on January 1, 2009. The ADAAA made a number of significant changes including but not limited to, broadening the definition of “disability” and “major life activities and”, increasing the number of individuals eligible for various services.

The Office of Disability Services works diligently to ensure accessibility and compliance. For additional information or assistance, please contact the office or visit our website at <http://www.monroecc.edu/go/disability>. We look forward to working with you and encourage you to use the resources of our office at any time.

## **Guidelines for Disability Documentation**

Monroe Community College has established guidelines for documenting disability information that qualify an individual for services. The purpose of the documentation guidelines is to help provide comprehensive and relevant information regarding the current functional limitations caused by the disability and/or medical condition.

Documentation must be written by a licensed or credentialed examiner; which includes a diagnostic statement identifying the disability; a description of the diagnostic methodology; a description of the current functional limitations; a description of the expected duration and progression of the condition; and a rationale and justification for all requested accommodations. Additionally, students may submit a copy of his/her Individualized Education Plan (IEP) or 504 Plan.

Any and all information received by the college regarding an individual's disability is strictly confidential.

## **Steps to Request Accommodations**

### ***Step 1: Submit Disability Documentation***

- Students requesting accommodations are responsible to self-identify and provide relevant disability documentation to the Office of Disability Services on either the Brighton Campus or Downtown Campus.
- Documentation must be written by a licensed or credentialed examiner and may include a recent psychological evaluation/diagnostic report, medical letter/report, Individualized Education Plan, 504 plan, audiogram, etc. Cost of the evaluation must be assumed by the student, not by the college.
- All requests for accommodations should be made as early as possible, at least 30 days in advance of the need.

### ***Step 2: Schedule an Appointment***

- Students must confirm receipt of any documentation mailed/emailed/faxed.
- Students are responsible to schedule an Intake Meeting or Reinstatement Meeting.
  - An Intake Meeting is required for all new students.
  - Students that take a semester off are required to schedule a Reinstatement Meeting upon return to reactivate accommodations.

### ***Step 3: Attend the Intake Meeting or Reinstatement Meeting***

- An Intake Meeting or Reinstatement Meeting is mandatory for all students requesting services.
- During the meeting an interactive discussion occurs between the student and Disability Counselor to discuss the request for accommodation(s), documentation submitted, identify the barriers, complete necessary paperwork, and review policies/procedures to determine reasonable accommodations and develop a plan of support called an "Accommodation Letter".
- At the conclusion of the meeting, the student is provided resources related to their Accommodation Letter, self-advocacy, and available supports both on/off campus.
- Accommodations become active once the meeting has concluded.

## **Temporary Disabilities**

Services and accommodations are available to students with temporary disabilities to provide access to campus programs and activities. Temporary disabilities may be a result of an injury, surgery, or short-term medical condition. In order to receive temporary accommodations, the student is required to self-identify with the Office of Disability Services located on the Brighton Campus (Bldg. 3, Room 103) or the Student Engagement Center located on the Downtown Campus (Floor 3, Room 310). Assistance cannot be provided for tasks of a personal nature such as scribing for homework or assisting with personal health-home care.

## Accommodation Letters

The purpose of an Accommodation Letter is for the student to notify faculty that they are registered with the Office of Disability Services and to assist with communication of approved accommodations.

Accommodation Letters are available to students electronically (via myMCC and MCC student email) prior to the start of each semester and/or at the time they become registered for services.

The student is responsible for distributing a copy of his/her accommodation letter to each faculty member. Students are encouraged to notify faculty early on (if possible) and that active communication is the best way to ensure that accommodation needs are handled smoothly. Students do not have to disclose the nature of their disability; however, they are encouraged to discuss their specific learning strengths and needs.

Disability Services will inform faculty of students approved accommodations each semester as part of the notification process. Faculty are not expected to implement accommodations until the student initiates the implementation of their approved accommodations.

## Disability Etiquette

- Speak directly to the student and privately rather than to the person who may be accompanying him/her.
- Keep all disability related information confidential.
- Do not make assumptions and ask before you help.
- Use person first language, not the disability (e.g. student with a disability, not a disabled person).
- Avoid references, phrases, and words that suggest restrictions, limitations, or boundaries because these phrases tend to carry stereotypes and contribute to discriminating attitudes.
- Ask the student if they are registered with the Office of Disability Services.
- Refer students to the Office of Disability Services and/or website for further information.

## Frequently Asked Questions

### ***Am I obligated to accommodate all students with disabilities?***

If a student is **not** registered with the Office of Disability Services, you are under no obligation to provide accommodations to that student. If a student provides you with his/her disability documentation, please refer the student to Disability Services for further information. Please note that a student with approved accommodations has the right not to use an accommodation if they so desire. In other words, it is the student's responsibility to request his/her accommodations.

### ***Do accommodations vary from student to student?***

Accommodations vary from student to student because disability, even the same disability, may result in different functional limitations. Compensation skills and strategies vary from one student to another, just as instructional methods vary from one instructor to another.

### ***Do students receive the same accommodations they received in high school?***

MCC is committed to providing accommodations to ensure equal access that are within the boundaries of the law. The college has no obligation to provide accommodations previously provided by outside entities.

### ***Does the Office of Disability Services conduct educational/diagnostic assessments?***

The Office of Disability Services does not conduct testing or evaluations; however, can offer a list of local providers that do assess for various diagnoses/disorders. There is a cost associated with evaluations and it is the responsibility of the student to pay for the assessment. Occasionally, insurance companies will cover/reimburse for the expenses related to these evaluations.

### ***Does the Office of Disability Services have a syllabus statement?***

Monroe Community College is committed to upholding and maintaining all aspects of the Americans with Disabilities Act Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in Building 3, Room 103 to schedule an appointment (585-292-2140) on the Brighton Campus or on the 3<sup>rd</sup> floor – Room 310 on the Downtown Campus. Please note that many accommodations require early planning, therefore requests should be made as early as possible.

### ***How do I accommodate a student taking an online course who has been approved for extended test time?***

Faculty must contact Instructional Technologies if assistance is needed with extending the allotted test time for students approved either time-and-a-half or double exam time.

### ***How do I manage inappropriate student behavior?***

All students are subject to the same Code of Conduct at Monroe Community College. If there is an inappropriate incident that prevents you from effectively teaching your course, document the situation and refer to the [Monroe Community College Faculty Guide for Misconduct](#) for further guidance.

### ***How is confidentiality maintained?***

Students with disabilities share the right to meet with you privately regarding disability matters and their confidentiality must be maintained. Treat all disability related information as confidential medical information. It is important to refrain from making direct reference to the Accommodation Letter or to your knowledge of the student's disability in front of others. If there are any concerns, please contact the Office of Disability Services.

### ***What do I do if the student sends their disability documentation to me?***

Students may send their disability documentation to you as they may be unaware of the college process. Please encourage the students to submit their disability documentation to our office and do not accept the documentation from the student. Once the student is officially registered with our office they will provide you with a copy of their accommodation letter.

### ***What is an Accommodation Letter?***

The purpose of an Accommodation Letter is to notify faculty that a student is registered with the Office of Disability Services and to assist with the communication of approved accommodations.

- Students have access to their Accommodation Letters each semester.
- Students are responsible to print and distribute their Accommodation Letters to each instructor.
- Students are strongly encouraged to speak with each instructor to discuss their individual accommodations.

### ***Who determines accommodations for students with disabilities?***

The Office of Disability Services is the designated office on campus to determine reasonable and appropriate accommodations for students. If you receive documentation directly from a student, please refer the student to the Office of Disability Services to follow the formal process of requesting accommodations that has been established by the College.

## **Academic Accommodation Descriptions**

Accommodations provide equal access to education for students with disabilities. Students registered with the Office of Disability Services are approved various reasonable and appropriate accommodations based on their current functional limitations. Accommodations are determined on a case-by-case basis and an accommodation cannot alter the learning outcomes of the course. Please see accommodation descriptions below:

### ***Access to Medical Equipment***

This allows students to have access to their specific medical equipment when in the classroom. Students approved this accommodation may need to have access to their medical equipment at all times.

### ***Access to Notes/Record Lecture***

Access to course notes and/or the ability to record the lecture is intended to create multiple means of access for a student with a disability. Students are encouraged to communicate with faculty to discuss the implementation of this accommodation and how it relates to a specific course. Students are provided with various options on means to access lecture material, such as obtaining guided notes, faculty lecture notes, copies of notes by a volunteer note-taker, accessing a Zoom recording/transcript, utilizing a Livescribe SmartPen, recording the lecture, etc. Please note the Office of Disability Services does not hire note-takers, therefore, if possible, please assist your student with an outline of your notes. If you are unable to provide the student with notes and a volunteer note-taker is decided, please assist with the recruitment of a voluntary note taker as soon as possible so that services can be provided in a timely manner.

Please maintain the confidentiality of the student with a disability and ensure there a clear understanding as to how this accommodation will be applied to your course. We strongly encourage faculty and students to consult with Disability Services for additional support and guidance if other suitable alternatives need to be considered. Free carbonless paper is also available for a student approved this accommodation to provide his/her note-takers.

### ***Alternate Format***

Students whose disability interferes with their ability to effectively utilize standard print materials may be eligible to receive textbooks in alternative formats. Alternate formats may include electronic, audio, Braille, or large print versions of standard print educational materials. Students approved alternate format are encouraged to submit their requests with the Office of Disability Services, as early as possible, as processing time may vary.

We encourage faculty to choose materials that are available as e-books. An e-book format allows a student with a disability to obtain a digital copy of the textbook, with the option to download the book onto an electronic device.

### ***Alternative Testing Location***

A testing location with reduced distractions is an environment that minimizes interruptions. It is the student's responsibility to discuss with the faculty the optimal setting in which they will take the exam. Typically, students need an environment that is reasonably quiet with low stimuli, when compared to the classroom. The Testing Services office is the designated department on campus that manages and facilitates this accommodation.

### ***Assistive Technology***

According to the United States, Assistive Technology Act of 1998, assistive technology (also called adaptive technology) refers to any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." Common computer-related assistive technology products include screen magnifiers, large-key keyboards, alternative input devices such as touch screen displays, speech recognition programs, and text readers. For more information on how students can access adaptive and assistive technology, refer to our [Assistive Technology web page](#).

### ***Calculator***

This accommodation allows students to use a calculator as long as the device is unable to perform the functions that are being tested. This accommodation typically allows for the use of four-function calculator so that students who understand the concepts will not be penalized for errors in basic calculations. Faculty determine the type of calculator to be used by the student. This accommodation does not exempt a student from the expectation of showing his/her work so that the faculty member can evaluate the method and steps used by the student to obtain the answer - i.e. all students must "show their work".



## ***CCTV***

The CCTV is an electronic device used by people with limited or low vision in reading printed text and viewing other forms of printed materials. The primary function of the CCTV is to capture and magnify the image in order for the user to view it properly. Some students own a personal hand-held CCTV that may be used within the classroom setting. CCTV's are also available in the Testing Services office for exams/quiz use.

## ***Closed Captioning***

Closed Captioning is the textual representation of audio content in a video format, communicating spoken dialogue, sound effects, and speaker identification. Interpreting media is not equivalent access because the sign language interpreter and video cannot be viewed at the same time. Captions benefit Deaf/HH students, but also benefit emerging readers, visual learners, non-native speakers, and many others. Students who are approved the Closed Captioning accommodation should have captioned access to all class media viewed in the classroom and/or assigned for viewing outside the classroom. For information on providing captioned media at MCC, please contact Instructional Technologies.

## ***Assignment Extension of 48 hours***

Assignment Extensions of 48 hours may be a reasonable accommodation in certain situations when an unexpected exacerbation related to the disability/medical condition arises and the student is unable to complete an assignment by the deadline. The student has been notified that this accommodation is not approved nor to be used for matters not on record such as seasonal colds and flu. This accommodation is intended to create a reasonable modification to the *assignment deadline only*.

1. Determine the reasonableness of Assignment Extensions of 48 hours as it relates to your specific course, to ensure the accommodation does not result in a fundamental alteration of the essential learning outcomes. Please consider the following questions in relation to an extension request for the identified course above:
  - What are the essential course requirements?
  - Would an extension (or multiple extensions) fundamentally alter the course?
  - What does the course description and syllabus indicate regarding late work or completion deadlines?
  - Does the fundamental nature of the course rely upon timely completion of assignments as an essential method of learning?
  - Does timely completion of assignments constitute a significant component of the learning process?
  - To what degree does a student's failure to submit timely completion of assignments constitute a significant loss of the educational experience for other students in the class?
2. Consult with Disability Services for support and guidance.

In consultation with Disability Services staff, faculty can often offer an extension as a reasonable accommodation or identify a reasonable, equivalent option for the student to successfully complete an essential course requirement without compromising course standards.

If you notice that the student is experiencing more significant challenges with meeting assignment deadlines, please contact Disability Services and/or refer the student to the department to discuss alternatives.
3. Communicate with the student to ensure a clear understanding of how this accommodation may be applied to course assignments or not (and why).

*Options that may be considered:*

  - Provide advance notice of completion deadlines to allow the student the opportunity to plan and work ahead.
  - Allow students to submit assignments in advance of the deadline.
  - Offer to meet with the student or check-in with the student in advance of a due date in an attempt to keep the student on track.
  - Ask the student to submit everything completed by the completion deadline with a small extension on what remains to be completed.



- Should an extension not be an option on a particular assignment, consider providing the option of an additional assignment to make-up for points, which may have been lost due to the late submission.
  - Giving an incomplete grade to allow an opportunity to fulfill course requirements by an agreed date.
  - Encourage the student to utilize campus resources such as the various learning centers (i.e., Teaching and Academic Learning Center (TAAC) that offers one-on-one tutoring).
4. Accommodations are not retroactive; faculty are not obligated to adjust previous penalties for late work if an Accommodation Letter is provided after-the-fact.
- Please note that an accommodation cannot fundamentally alter an essential course or degree requirement. Therefore, if a requirement is essential to this course, program and/or activity would be compromised by the provision of this accommodation, the accommodation is not considered reasonable and does not apply. If you have questions or concerns with the approval of this accommodation as it relates to your course, please contact the Disability Services office immediately.

### ***Digital Recorder***

Digital Recorders are used to support comprehension, processing, weak fine motor skills etc. Students have the right to record class lectures for personal use only. It is appropriate for faculty to issue a general announcement during open discussions to turn any recording device off, as long as the open discussion material is not assessed. The cost of any recording device is assumed by the student, not by the college.

### ***Extended Test/Quiz – 50%***

Students who are approved this accommodation will receive extended time – 50% on all timed tests and quizzes. This accommodation applies for any in-person or online timed test or quiz.

### ***Double Test/Quiz – 100%***

Students who are approved this accommodation will receive extended time – 100% on all timed tests and quizzes. This accommodation applies for any in-person or online timed test or quiz.

### ***Exit Class for Health Needs***

Students with a documented disability and/or medical condition may require specific attention for a short period of time in which, they have to exit class to assist with their health needs (e.g. diabetes, anxiety, etc.).

### ***Flexible Attendance/Deadlines***

This accommodation requires the completion of a Flexible Attendance/Deadline Agreement, which will be provided to faculty along with guidance by the Disability Services Office.

This accommodation is approved when the nature of the student’s disability includes symptoms which could exacerbate unexpectedly causing them to miss class. This accommodation is intended to create a reasonable modification to the classroom attendance policy. It is not intended to serve as an attendance waiver.

It is important for the student to understand their responsibility in order to fulfill the essential elements of each course, as soon as possible. Therefore, it is the obligation of the Disability Services staff to collaborate directly with faculty to ensure student access, while maintaining the essential academic requirements. As a part of this process specific to each course and this accommodation, reasonable flexibility must be determined and documented. If a requirement is essential to the course, program and/or activity would be compromised by the provision of this accommodation, the accommodation is not considered reasonable. The “Flexible Attendance/Deadline Agreement” (template) is emailed to faculty members who have a student in their course who approved this specific accommodation. Faculty are required to complete the form and submit it to the Disability Services office. The finalized copy is then disseminated to all parties.

Note: A withdrawal or an incomplete may need to be considered if absences become excessive and the student is unable to fulfill the essential elements of the course.

For further assistance, please refer to the “Alternate Solutions for Make Up Work” handout that is also emailed to faculty who have a student in their course who is approved for this specific accommodation. Faculty are encouraged to contact our department directly with any questions.

### ***FM System***

An FM system is a device commonly used in the classroom for students who are hard of hearing. An FM system has two components: a receiver which the student wears and a transmitter that the student will provide faculty to wear during class. Together with the student’s hearing aid, the FM system minimizes background noise and amplifies the faculty’s voice.

### ***Food Allergies***

Students may be allergic to various foods, etc., and may have to inform others of their allergy should their allergy impact them inside of the classroom. This accommodation is listed on a student’s accommodation letter to help ensure and inform safe practices.

### ***Formula Sheet Permitted***

A Formula Sheet/Work Bank is permitted to a student whose disability *significantly* impairs their ability to retain, recall, and process information. A formula sheet/work bank, allows the student to demonstrate knowledge of course material by helping prompt the student’s memory, not by providing the answer.

At the discretion of the faculty, a formula sheet may or may not include the use of acronyms, definitions, names, short phrases, pictures, tables, diagrams, formulas, key terms, and/or a word bank. A formula sheet/work bank is not intended to reduce the academic requirements or alter the standards by which academic performance is assessed.

All formula sheets/work banks should be reviewed and approved by the faculty prior to the assessment.

### ***Furniture/Equipment Request: Student Submit Form***

It is the responsibility of the student to initiate any request(s) for special furniture/equipment needs through the Office of Disability Services. For instance, the student attends the first class and assesses the situation/environment. If there is a need for special furniture/equipment, the student will contact Disability Services; provide the class information, and their specific furniture/equipment request. Once the request has been placed with Disability Services, the Facilities Department is contacted to make the appropriate changes. Students are encouraged to submit requests as early as possible, as processing time may vary.

### ***Handouts to be Enlarged***

Students are responsible to notify the faculty of their preferred font size. Faculty are encouraged to print a copy of class notes in the students preferred font size and/or provide the student with an accessible copy of the document. Faculty are also encouraged to work with the Print Shop if assistance is needed.

### ***Individual Aide Support***

An Individual Aide is a qualified professional who supports a student with a disability by performing various tasks. The type of task performed varies from student-to-student. The student is responsible for providing or hiring of the Individual Aide services should they be approved this accommodation. The student is responsible for taking full responsibility of their own academics and behavior. The Individual Aide and the student will follow the Monroe Community College’s Code of Conduct (i.e. cellphone use, disruptive behaviors, recording or taking pictures of classroom activity).

### ***Interpreter***

Sign Language Interpreters convey spoken and signed information so that all individuals can communicate fully. They sign what hearing individuals say, and ‘voice’ (e.g. interpret into spoken English) what Deaf/Hard of Hearing individuals sign. Speak to the Deaf/Hard of Hearing individual directly and the interpreter will interpret what you say. For more information on working with interpreters in the classroom, you may refer the [National Technical Institute for the Deaf website](#).

## ***Magnifier***

Students approved for this accommodation may use a portable magnifier and/or an electronic magnifier to enlarge text.

## ***Permission for Early Dismissal***

Permission for Early Dismissal allows a student enough time to travel from one class to the next within a reasonable amount of time.

## ***Paper Quiz or Exam***

A student may be granted permission to access and complete a paper copy of the exam or quiz to ensure equal access as their disability prevents them from completing the exam or quiz electronically.

## ***Preferential Seating***

Preferential Seating is an area of the classroom that may be more beneficial to a student's learning and/medical needs. Arranging preferential seating should be a collaborative process between faculty and student.

## ***Reader for Tests***

A Reader for Tests is a text-to-speech program that reads printed text aloud. Testing Services offers *Kurzweil 3000* and *Scan and Read Pro*, which combine accessibility, communication and productivity tools for reading, writing and learning. Each of these reading software programs are user friendly and easy to use. A tutorial is required for each student approved this accommodation.

## ***Real-Time Captioning***

Captioning is the process of converting audio to text and then displaying the text visually. Real-time captions, or Computer Assisted Real-time Translation (CART), is created as an event/course takes place. All information recorded by a captionist is then displayed on a screen or monitor in real-time. A captionist may be working in the classroom or may be working from a remote location while transmitting captions live to a device in the classroom. A transcript of the captioned material is also available to the student at the end of the event/class.

## ***Scribe for Tests***

Students with a disability and/or medical condition that impedes their ability to write may require the use of a scribe. A scribe is coordinated for the student through Testing Services at the time they sign up for an exam. The student is also responsible for directing the scribe throughout the exam specifically with terminology, spelling, grammar, punctuation, organization, and corrections. The scribe is responsible for recording all information the student dictates verbatim.

## ***Service Animal***

A service animal is a dog or miniature horse that is individually trained to do work or perform tasks for a person with a disability. Under the ADA, state and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. Service animals must be harnessed, leashed, or tethered unless these devices interfere with the service animal's work or the individual's disability prevents using these devices.

If a student shows up to class *and it is not obvious* that it is a service dog (or in rare instances, a miniature horse), then you are permitted to ask the two permissible questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?
  - If the answers are yes and task-specific, then end of the story, unless the handler does not retain control of it.
  - If the answer is No or not task-specific, they can be asked to remove the dog from the premises.
  - If it is obvious that it is a service dog, you cannot ask either question.

We are only required to allow emotional support or assistance animals in housing according to the Fair Housing Act (not ADA or 504). We are not required to allow a student to bring their assistance animal to classes, dining areas, or into other campus facilities. Learn more about the [ADA's requirements regarding service animals \(http://www.ada.gov/service\\_animals\\_2010.htm\)](http://www.ada.gov/service_animals_2010.htm).

### ***Speech Recognition Software***

Speech Recognition Software is a speech-to-text program allowing the student to speak into a microphone while the program transcribes the information into spoken words. Testing Services offers Dragon Naturally Speaking and Windows Speech Recognition software, which quickly and easily capture thoughts and ideas. Voice training is required for any student approved this accommodation. For more information please refer to our website.

### ***Tests Interpreted***

A student approved the accommodation of Tests Interpreted may utilize a Sign Language Interpreter in order to more readily access what is being asked of them on a written assessment. Students are responsible for mastering any English academic vocabulary that is pertinent to the course. For this reason, the Interpreter should work in close consultation with the faculty when preparing to interpret a test. Wherever the test is designed to evaluate student comprehension of specific vocabulary items, the interpretation should not convey the meaning of those terms to the student.

### ***Text-to-Speech Software***

Text-to-speech (TTS) software is a type of assistive technology that reads digital text aloud. Simply with the click/touch of a button, TTS can take words on a computer or digital device and convert them into audio. TTS is primarily a tool for individuals with limited vision and/or reading skills. TTS can also support individuals with writing and editing who may benefit from listening to information aloud. For more information please refer to our [Assistive Technology web page](#).

### ***Word Processor***

A Word Processor supports with written expression, fluency, grammar/punctuation, and organization. Word Processors are available in the Testing Center for assessment use only. Within the classroom environment, a student may bring his or her own personal computer/tablet to support with fluency and legible notes.

## **Tips for Accommodating Deaf and Hard of Hearing Students**

The majority of our students who are deaf and hard of hearing communicate using sign language interpreters and/or real-time captioning. These services are coordinated by the Disability Services office in collaboration with a third-party vendor consisting of professionals hired by the college to support with communication.

Below are several tips to ensure accessibility and to promote effective communication.

### ***Delivery of Instruction (Synchronous vs. Asynchronous)***

- If the course is taught synchronously, please ensure to establish a participation protocol, such as using the raise hand feature or the chat box.
- If your course structure allows, encourage students to stay in mute mode until they have something to share, to reduce background noise.
- Speak at a natural, reasonable pace (too slow of a pace is just as difficult as too fast of a pace).

### ***Notes, Handouts or Supplemental Materials***

Provide notes, handouts or supplemental materials to support with access to course content:

- Post complete notes online.
- Use a PowerPoint as a visual supplement to the lecture.
- Provide a transcript to supplement audio/video information.

- Assign students to teams and rotate responsibility for each team to create a complete set of notes for posting each week (This approach has the added benefit of having students work in teams and share accountability for each other’s learning.)
- If the class is lecture-based, provide students with guided notes. Guided notes can be used for lectures, audiovisual presentations, or readings.

### ***Audio/Video Material***

Ensure that all audio/video material is closed captioned or supplemented with a transcript:

- If utilizing Zoom, you have the ability to record your meeting to the “cloud”. At the start of the meeting, you can choose this option. Once the meeting has concluded, you will then receive an email from Zoom with a link that automatically creates a transcript of all verbal communication that can be edited and disseminated to your student(s). For further information, please visit the ZOOM website: <https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings->.

### ***myMCC Access to Interpreter(s)/Captionist(s)***

Provide myMCC access to assigned interpreter(s)/captionist(s):

- Interpreters/captionists do not have an MCC email account and do not have automatic access to Blackboard. We strongly encourage you to work with Instructional Technology to provide these professionals with direct access to your online course.

### ***Talk in the First-Person***

When speaking with the student, look directly at the student, and not at the interpreter. Use “I” and “you” rather than “ask her” or “tell him.”

### ***Share Course Materials with Interpreter(s)/Captionist(s)***

Share course materials with interpreters/captionists in advance so they can prepare to provide effective communication.

### ***Preferential Seating***

Allow the student and the interpreter to choose a seat (preferential seating) that provides the clearest visual line of sight.

### ***Interpreters/Captionists Are Neutral Facilitators***

Please note interpreters/captionists are neutral facilitators and are unavailable to serve as student tutors, lab partners, or classroom participants. For additional resources on supporting Deaf and/or Hard of Hearing students, please visit the National Deaf Center website at <https://www.nationaldeafcenter.org/resources>.

## **Tips for Advising Students with Disabilities**

It is not always apparent that a student you are meeting with may have a disability. Students with disabilities often experience challenges when developing a plan to complete their chosen field of study.

Course planning and scheduling can have a dramatic impact on a students’ ability to have a successful semester. Students with disabilities are encouraged to discuss their specific needs with advisors; however, this is not always the case. Below is a list of common advising considerations when supporting students with disabilities:

- Avoid “back to back” classes. This will support students approved testing accommodations, allows the student time to review course material immediately after class, and/or seek support if needed. (e.g. learning center, faculty office hours, etc.).
- Consider the length of the course and frequency of meetings. A three-hour class can be difficult for a student with a disability, for various reasons, including attention span, processing large amounts of information, or sitting for an extended period of time.

- Time of day classes are held need to be considered. Students may take medication that work for a certain period of time.
- Part time vs. full time status. Number of credits should also be considered. It may be more manageable and appropriate for a student to take a reduced course load.
- Create a balanced course load. Choose courses that occur regularly throughout the week. (e.g. a few courses on M-W & F, as well as T & R). Avoid cramming all classes between two or three days.
- Ask the student if more time needs to be devoted to a certain subject area (e.g. writing, reading, or math). If so, try to avoid registering for multiple classes that emphasizes that specific area of difficulty in one semester.

## **Universal Design for Instruction**

- Approach to teaching that incorporates inclusive instructional strategies in course design and delivery.
- Benefits the broadest range of learners; therefore, minimizing the need for accommodation, not just adapting when a situation requires it.
- Makes learning goals attainable by means of flexible curriculum, materials and activities that provide alternatives for students.

### ***Why consider Universal Design?***

According to the AHEAD, Journal of Postsecondary Education and Disability:

- 11% of undergraduate students report having a disability.
- Many disabilities are non-apparent (e.g. emotional, psychological, ADHD, learning, autism spectrum disorder, etc.).
- 60-80% of students with disabilities do not actually self-identify and formally request accommodations/services.
- We can support all students by placing access considerations at the center of our efforts.

### ***Applying Universal Design to Instruction***

#### **Class Climate**

Create a class climate that fosters diversity and inclusiveness; be approachable and available, put a statement on your syllabi inviting students to meet with you to discuss disability related accommodations and other special learning needs, provide structure and predictability in the learning environment.

#### **Interaction**

Encourage students to interact with one another and you. Assign group work that fosters a high value on different skills and roles, promote effective communication, encourage students to utilize your office hours.

#### **Physical Environment and Products**

Ensure that facilities, activities, materials, and equipment are physically accessible and safe to all students, develop safety procedures for all students, arrange instructional spaces to maximize inclusion and comfort, assure everyone can use equipment and materials, reduce distractions such as flickering lights/excessive noises, allow preferential seating.

#### **Delivery Methods (multiple means of representation, expression, and engagement)**

Incorporate multiple and accessible instructional methods (presentations, group activities, lectures, class discussions, hands-on learning, field work, independent work, etc.), offer alternative forms of information (diagrams, handouts, multimedia, pictures, storyboards, etc.), select flexible curriculum; provide instruction in both oral and written format.

## Information Resources and Technology

Provide students with a copy of your class notes/course materials prior to each lecture, provide a syllabus with clearly defined expectations, requirements, assignments, deadlines, grading rubric, communicate information that is explicit and easy to find, use captioned videos when possible, provide materials in accessible formats (OCR, electronic, etc.).

## Feedback

Provide students with prompt and explicit feedback, breakdown assignments, which allows students to turn in work for feedback prior to the final due date, arrange opportunities for peer feedback.

## Assessment

Regularly assess group performance as well as individual achievement, use a variety of assessment tools, provide multiple ways for students to demonstrate their understanding, regularly assess student performance, minimize time constraints when appropriate, and provide students with clear expectations and rubrics.

## Accommodations

Plan for accommodations for students whose needs are not met by the instructional design, be open minded to suggestions given by the student and/or consult with Disability Services staff.

## Fostering Classroom Inclusiveness

### *Course Syllabus*

Do you include a disability or accessibility statement? Do you point this out to students in your in- class syllabus review?

### *Assessment*

- How can you best assess students' mastery?
- Have you considered combinations of assessments that are balanced to provide opportunities for students to use their different strengths (e.g. written assignments, creative submissions, electronic portfolios, etc.).
- Within each assignment, are instructions clear? Is the layout and format of the assignment easy to navigate?

### *Course Materials*

Consider the accessibility of your course content and information: Providing “multiple means of representation” involves preparing your course materials (whether print, digital, etc.) to be accessible to all students.

### *Class Time*

- Consider how you vary your approaches within the classroom, from methods of content delivery to student participation.
- Present information in multiple formats, including text, graphics, audio, and video.
- Provide students with materials that align with your lecture (e.g. PowerPoint slides, handouts, etc.)
- If videos are utilized, ensure they are accessible (e.g. captioning).
- Summarize and debrief main points.

### *Group Discussions*

There are many ways to use and tailor discussion activities to increase student engagement:

- Provide structure at the beginning of each class: outline key points, connect them to course objectives, and give a preview of the material to be covered in that day.
- Providing time for individual reflection and writing prior to group discussions may allow more students to be involved and gather their thoughts.



- Using small groups: a “Think-Pair-Share” exercise with many pairs or small groups discussing ideas can also encourage more low-stakes participation.
- Offering online formats: a forum for online discussion or blogging provides another space for students to participate and demonstrate comprehension.
- Use classroom technologies for engagement and/or real time interaction and feedback.

## Service Animal Overview

Monroe Community College (MCC) recognizes the importance of “Service Animals” as defined by the Americans with Disabilities Act Amendments Act (ADAAA) as “any dog or miniature horse that is individually trained to do work or perform tasks to benefit an individual with a disability.”

Under the ADA, Services Animals are allowed to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. Service Animals must be harnessed, leashed, or tethered unless these devices interfere with the Service Animal’s work. The individual handler must always maintain control of the animal through voice, signal or other effective controls.

Where it is **not** obvious what services an animal provides, only the following inquiries are allowed:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

We cannot:

- Ask about the person’s disability
- Require medical documentation
- Require a training certificate
- Require the individual to register his/her animal
- Ask that the animal perform the identified task or work
- Require a special identification card/vest/collar

MCC is committed to allowing individuals with disabilities the use of a Service Animal on campus to facilitate their full participation and equal access to the College’s programs and activities. For further information, please contact the Services for Students with Disabilities office or visit [https://www.ada.gov/service\\_animals\\_2010.htm](https://www.ada.gov/service_animals_2010.htm).

### *Interacting with Services Animals on Campus*

Service animals are individually trained to do work or perform tasks for people with disabilities. Service animals are working animals, not pets. Therefore, interacting with the animal may distract him or her from doing a very important job.

If you see a service animal on campus, please remember the following:

- Do not bark, make noises at, or talk to the service animal.
- Never pet or touch a service animal.
- Never feed a service animal.
- Never separate or attempt to separate a service animal from his/her handler.

When interacting with the handler:

- Do not ask personal questions about the handler’s disability or medical condition.
- Do not draw unnecessary attention to the service animal and his/her handler.
- Do not be offended if the handler does not wish to talk about the service animal.

Please be courteous and give the handler and service animal space to allow them to go about their business on campus.