



# DISABILITY



# SERVICES



# FACULTY

Braille

# HANDBOOK



MONROE COUNTY  
COMMUNITY COLLEGE

enriching lives



Any updates or additions to this handbook will be posted to the  
MCCC Disability Services Faculty Web page at  
[monroeccc.edu/disability-services/faculty-information](http://monroeccc.edu/disability-services/faculty-information)

# TABLE OF CONTENTS

Introduction . . . . .	<b>3</b>
Disability Services Contacts . . . . .	<b>4</b>
Legal Obligations . . . . .	<b>5</b>
• Academic Freedom . . . . .	<b>5</b>
• Confidentiality . . . . .	<b>6</b>
Student, Instructor and Disability Services Office Rights & Responsibilities . . . . .	<b>7</b>
Classroom Accessibility . . . . .	<b>9</b>
• MCCC Approved Classroom Accommodations . . . . .	<b>9</b>
• Test Accommodation Process . . . . .	<b>12</b>
• Types of Test Accommodations . . . . .	<b>13</b>
Important Information for Instructors . . . . .	<b>14</b>
• Syllabus Statement . . . . .	<b>14</b>
• Technical Standards . . . . .	<b>14</b>
• Accessible Course Content . . . . .	<b>15</b>
• Universal Design . . . . .	<b>15</b>
Appendix A — MCCC-approved Accommodations Sample Letter . . . . .	<b>16</b>
Appendix B — Audio Recorded Lecture Policy . . . . .	<b>17</b>
Appendix C — Personal Care Attendant/Responsibilities . . . . .	<b>18</b>
Appendix D — Service Animal Policy . . . . .	<b>19</b>
Appendix E — Class Attendance and Flexible Deadlines Accommodation for Students with Chronic Health Conditions . . . . .	<b>20</b>
Appendix F — How to submit Test Conditions and/or Upload an Exam . . . . .	<b>21</b>
Appendix G — Frequently Asked Questions . . . . .	<b>22</b>
Appendix H — Evacuation Guidelines for People with Disabilities . . . . .	<b>25</b>
Appendix I — Guidelines for Responding to Persons with Seizure-like Symptoms . . . . .	<b>26</b>
Appendix J — Informational Links . . . . .	<b>27</b>

Dear Faculty Member,

MCCC is legally mandated to provide equal access for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act, 2008 (ADA/AA).

This handbook is designed to assist you with providing access for students who have documented disabilities and are registered with our office. These students account for approximately 12 percent of the college's total student population and are eligible for accommodations provided through our office. This handbook addresses a wide range of topics including:

- Information on the roles and responsibilities of MCCC instructors, students and the Disability Services Office
- Resources available to support instructors and students with disabilities
- Course Development strategies that support accessibility
- Federal mandates for providing equal access for students with disabilities

We look forward to working with you and hope you will find this handbook to be a supportive guide.

Best Regards,  
Disability Services

# DISABILITY SERVICES OFFICE PROFESSIONALS

The Disability Services Office provides equal access for students with disabilities to the college's programs and services. We provide support for our students and faculty while complying with the legal mandates of the ADA/AA and Section 504 of the Rehabilitation Act of 1973.

**Kristine Gerlach, L.P.C.**

Disability Services Coordinator  
(734) 384-4164  
kgerlach@monroeccc.edu

**Amy Ockerman, L.P.C.**

Disability Services Coordinator  
(734) 384-4217  
aockerman@monroeccc.edu

**Dr. Scott Behrens**, Title IX Coordinator  
Vice President of Enrollment Management  
and Student Success  
(734) 384-4224  
sbehrens@monroeccc.edu

**Linda Torbet**  
ADA Compliance Officer  
(734) 384-4245  
ltorbet@monroeccc.edu

**Shelia Myers**  
Perkins Occupational Success Coordinator  
(734) 384-4290  
smyers2@monroeccc.edu

**Amanda Althouse**  
Director of Student Success  
(734) 384-4184  
aalthouse@monroeccc.edu

**Gerald McCarty**  
Dean of Student Services  
(734) 384-4183  
gmccarty@monroeccc.edu

## TESTING CENTER STAFF

---

**Monica Pio**  
Testing Center Coordinator  
(734) 384-4160  
mdpio@monroeccc.edu

**Mark Young**  
Student Success Support Specialist  
(734) 384-4161  
myoung@monroeccc.edu

# LEGAL OBLIGATIONS

Two primary legal mandates protect students with disabilities from discrimination and ensure that they have equal access to the college and its programs. One of these laws, Title II of the Americans with Disabilities Act (ADA/AA, 2008) clearly describes MCCC's responsibilities:

"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."

A second federal law, Section 504 of the Rehabilitation Act of 1973, also outlines the college's obligations:

"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."

## **What is an "accommodation," and what makes it "reasonable?"**

Accommodations are modifications to the ways in which things are usually done. The purpose of reasonable accommodations is to provide students with disabilities equal access to participate in the college's programs and services. In higher education, these modifications are usually made to instructional approaches or to methods of expressing academic knowledge or skills. Thus, this type of accommodation mitigates the impact of a person's disability on their access to academic content and means of demonstrating their mastery of that content. Federal law expects that such accommodations be offered at MCCC, as long as they are "reasonable."

An accommodation is generally considered "reasonable" unless it gives rise to one of several specific conditions. Anything that would "fundamentally alter" an academic requirement is unreasonable. This means that a reasonable accommodation does not entail changes to learning objectives, course expectations, performance requirements or educational goals. Additionally, anything that would impose an undue financial or administrative hardship to the college is not considered reasonable. Finally, any accommodations that would pose a direct threat to health or safety are not considered reasonable. Apart from these exceptions, the college is required to provide accommodations.

The following section of this handbook is designed to give faculty members a clearer view of how academic freedom and federal mandates are defined by judicial law:

## **Academic Freedom**

Academic freedom is a right, not a legal mandate. It would not be presumed that protection of academic integrity supersedes all other considerations. The right to protect academic integrity, assert such a right as a defense, or deny access to individuals with disabilities belongs to the institution, not individual faculty. (Salome Heywood, 2012). Note the following case law decision:

### **Cohen v. San Bernardino Valley College, supra at 1417-1418**

*"The concept of academic freedom is more clearly established in academic literature than it is in the court. Thus, a review of the case law shows that, despite eloquent rhetoric on 'academic freedom,' the courts have declined to cede all classroom control to the teachers. The parameters of academic freedom are not distinct, particularly in relation to the potential conflict with a university's duty to ensure adequate education to its students."*

## Personal Liability

In addition to cases involving academic freedom, there have also been several judicial decisions in which people who denied services to qualified individuals with disabilities have been held personally liable.

“Since the issue of whether individuals will be held liable under the ADA is still being judicially debated, faculty members who insist upon taking unilateral action and/or placing themselves directly at odds with institutional policies and mandates regarding the delivery of services to students with disabilities are taking a risk that many of us would argue is unnecessary and unwarranted.”  
(Salome Heyward, 1998)

### **Howe v. Hull 872F, Supra 72-77 (N.D. Ohio 1994)**

*“An individual may be subject to personal liability under the ADA... To hold differently would allow individuals with both the authority and the discretion to make decisions based on a discriminatory animus to violate the ADA with a degree of impunity not envisioned by Congress.”*  
(Howe v. Hull, 872F, Supp. 72-77 (N.D. Ohio 1994))

## CONFIDENTIALITY

*In order to comply with the ADA/AA, information regarding any student with a disability who is registered with the Disability Services Office should be kept confidential.* While students requesting services in the classroom must disclose their disability and become registered with the Disability Services Office in order to receive accommodations, they are NOT obligated to reveal their diagnosis or the nature of their limitations to their instructors. Some students may choose to tell their instructors but do not wish to discuss the specifics. *Additionally, the Disability Services Office will not disclose any student's disability unless the student has granted written permission.* For these reasons, instructors should conduct accommodation and disability-related meetings in a private location. **Please do not share information about a student with a disability with other faculty, students or staff.**

## Helpful Hints for Determining Confidentiality Parameters:

### Ask these questions to protect yourself.

- Who is listening?
- What is being discussed? Why is the discussion taking place?
- Where is the discussion taking place?
- How are items discussed and being documented?

### Who is (or could be) listening?

- If the parties to the discussion are school officials and have a legitimate “need to know” there is not a problem. However, this does not include sharing information with other faculty member(s) who may have the student in another class.
- A violation of confidentiality is taking place if others are listening who have no legitimate educational interest.
- If the discussion is taking place in a public place (i.e. teachers’ lounge, hallway), there is a good chance that confidentiality is being violated.

### What is being discussed?

- Information involving directory information (i.e. name/address) cannot be discussed with non-legitimate educational sources.
- Discussion that involves other personal identifiable information that is confidential (disability/family data) that could allow someone to identify the student should not be discussed.
- Any information that involves rumor, opinion or hearsay is a violation of confidentiality and the parties have moved from professionalism to gossip.

### Where is the discussion taking place?

- If discussion occurs in a private place (empty room/private office), there is most likely no problem with confidentiality.
- Hallways, cafeterias and faculty lounges pose a confidentiality breach.

# RIGHTS AND RESPONSIBILITIES

## Students, Instructors, and Disability Services Rights and Responsibilities

Disability Services, students with disabilities, and Instructors must work together using an interactive process to provide accommodations based on a student's documentation, functional limitations, and specific needs. The chart below indicates the specific rights and responsibilities of faculty, students and Disability Services coordinators.

<b>Instructor Rights</b>	<b>Instructor Responsibilities</b>
Right to determine course technical standards	Responsible to provide accommodations as mandated by ADA/AA
Right to determine classroom policies (as stated in syllabus)	Responsible to collaborate with Disability Services in any necessary student situations
Right to question an accommodation if it presents a fundamental alteration to the course or classroom policies	Responsible to follow test accommodation process as stated in Disability Services procedure
Right to request support and information from Disability Services coordinators	Responsible to respond in a timely manner to any test accommodation requests
	Responsible to create accessible formatted course material
	Responsible to maintain confidentiality of records and communication concerning students with disabilities
	Responsible to include the approved ADA/AA statement on the course syllabus

<b>Student Rights</b>	<b>Student Responsibilities</b>
Right to equal access to the college's courses, programs, services and facilities	Responsible to initially register with Disability Services and provide appropriate documentation
Right to an individual interview to discuss current impact of disability	Responsible to sign a written release of information
Right to confidentiality of all information pertaining to his/her disability	Responsible to meet with Disability Services coordinator each semester to determine accommodations
Right to request classroom/test accommodations	Responsible to request alteration of accommodations throughout the semester based on disability changes
Right to receive classroom/test accommodations when approved by Disability Services Office	Responsible to follow test accommodation procedure as outlined by Disability Services Office
Right to be notified of class policy/procedure changes to the syllabus	Responsible to meet course technical standards
Right to file a complaint under ADA/AA per MCCC procedure	Responsible to adhere to MCCC Code of Conduct
Right to file a complaint with Office of Civil Rights	Responsible to contact the Disability Services Office if absence is disability related

<b>Disability Services Rights</b>	<b>Disability Services Responsibilities</b>
Right to determine Disability Services policies based on ADA/AA mandates and case law	Responsible to evaluate documentation of student's disability
Right to develop procedures to facilitate accommodations in a timely manner	Responsible to authorize and coordinate student accommodations
Right to deny or alter accommodation requests if determined to be not within the parameters of the ADA/AA	Responsible to address student and instructor concerns
Right to ask student for additional documentation if an alteration of accommodations is requested	Responsible to coordinate an interactive process between students and instructors to mediate any questions or concerns
	Responsible to provide education regarding the parameters of the ADA/AA to the campus community
	Responsible to maintain the college's academic standards and integrity
	Responsible to provide information regarding policies and procedures to students with disabilities
	Responsible to maintain confidentiality of records and communication concerning students with disabilities



# MCCC APPROVED ACCOMMODATIONS

## Classroom Accessibility

In order to receive services, students must schedule an appointment with Disability Services. Eligibility for services will be determined by information gathered from the student interview and documentation provided. The Disability Services Office is responsible for reviewing the documentation and determining whether a student qualifies to receive accommodations and assessing which academic adjustments, auxiliary aids and/or services will be provided. Before each semester, Disability Services will send an e-mail prompting instructors to log in to Accomodate. Instructors will be able to view student accommodations. Students must request accommodations through the Accomodate System each semester in order for Disability Services to provide this notification. (Appendix A)

Students may request accommodations at any point in the semester but must allow for a reasonable amount of time for Disability Services and instructors to implement these accommodations. Below is a list of typical accommodations. Please note this list is not exhaustive and accommodations are determined on an individualized basis.

## Permission to Audio Record Lectures

Students who have a disability that impacts processing information may audio record lectures as an accommodation for their use only. Students are required to sign a Statement of Understanding, indicating rights and considerations, before utilizing this accommodation. Students use their own equipment such as: tape recorders, Livescribe pens, iPad or other device. (Appendix B)

## Communication Access:

- **Interpreter**—Sign language interpreters are present in the classroom or virtually and interpret what the instructor and others say during class.
- **Remote Transcription**—The instructor wears a wireless microphone that is connected to an off-site transcriptionist. The student is able to read the lecture (on their laptop) in real time and later receives a transcript of the class lecture.
- **FM Amplifying System**—The instructor wears an amplifying microphone directly connected to the student's hearing device to enhance the instructor's voice and block out background noise.

## **Special Furniture**

Students may require accessible desks/tables or chairs depending on the impact of their disability. These are coordinated through the Disability Services Office.

## **Classroom Assistant**

Students with physical disabilities may require an assistant in order to participate in a lab practical, computer class or other campus experiences where they may be limited due to their disability.

## **Personal Care Attendant**

Personal care attendants may be used to address the personal needs of a student with a documented disability so that he/she can participate in the college's activities, services and programs. Personal needs may include transportation to/from the classroom, administering medication, assistance with toileting, dressing and feeding needs; and monitoring, modifying or addressing the student's behavior. The duties of the personal care attendant do NOT include taking classroom notes, proctoring exams or scribing in-class writings. MCCC is NOT responsible to hire or pay for personal care attendants. Students who require a personal care attendant must register with the Disability Services Office and sign a Personal Care Attendant Agreement that outlines the responsibilities of both the student and the attendant. (Appendix C)

## **Service Animals**

Students may use a service animal to assist them in performing daily life tasks, including academic and campus activities. Service animals are permitted in all areas of the college that are open to the public or students. Acquisition and care of a service animal is the sole responsibility of the student. Students who use a service animal are not required to register with the Disability Services Office. Campus employees may only ask two questions of students using a service animal.

1. Is the animal required due to a disability?
2. What work or task has the animal been trained to perform? (See Appendix D)

## **Class Attendance and Flexible Deadlines**

When a student has a documented chronic health condition with acute episodes, modifications to class attendance policies and deadlines may be appropriate and should be considered on an individual basis with consultation from the Disability Services Office. (Appendix E)

## **Test Accommodations**

When indicated as an approved accommodation, the student is eligible for test accommodations for the entire semester. You will see the approved amount of extended time for each student (i.e. double time or time and a half). For classes with online testing, please extend student testing time for the ENTIRE semester as soon as you receive the accommodation letter. Only students taking tests in the Testing Center will need to submit a test accommodation reservation. We strongly encourage students to submit their test accommodation reservations 3 business days prior to a test, but if less notice is given, we will still coordinate the accommodation with the instructor in order to maintain compliance with the ADA/AA. Once the student has initiated a test accommodation reservation, the instructor will receive an e-mail prompting them to log in to Accomodate to provide the test and conditions. (Appendix F)

## **Electronic Form of Textbook**

Students with a qualifying print disability may request textbooks in a format that they listen to or enlarge. The alternative format may include PDF/Word files to enlarge or use with a screen reader, audio books, MP3/WAV files, etc.

## **Preferential Seating**

A student's seat is selected in a location that is most beneficial for his/her learning in the classroom. For example, if a student is very distractible, his/her seat might be placed away from doors or windows which tend to have more distracting activity. If the student has a visual impairment, his/her seat might

be placed closer to the front of the room so that the student can more easily access the instructor and visual aids used for instruction (bulletin boards, posters, etc.). A student with a hearing impairment might need a seat closer to the instructor in order to better hear the instructor's voice. If a student has difficulty obtaining preferential seating in your class, please assist them.

### **Vision Equipment**

Students with moderate to severe visual impairments may require the use of magnification equipment. Students can obtain equipment on loan through the Disability Services Office to assist them with enlarging instructional materials including PowerPoints, textbooks and information written on the board. Available equipment:

- **Read & Write Software** — Monroe County Community College provides Texthelp's Read&Write app FREE to all students and staff. Read&Write is an easy to use toolbar that can support you in tasks such as reading, writing, researching and organizing information. A link to installation instructions and additional information can be found on the faculty page of the College's Website.
- **Transformer** — The Transformer is a portable electronic magnifier that allows the user to capture visual displays and view the projected image at a desired magnification level onto a laptop computer.

### **Alternative Print Format**

Alternative format is any format that is different from the existing text. Alternative format may be: large print, colored paper, Braille, color-coded text or audio.

### **Captioned Media**

Students who are deaf or hard of hearing will require all media shown in class or online to have captioning. If the item to be shown is not captioned, please contact Disability Services

to determine captioning options or to search for alternative solutions prior to the scheduled viewing date. Please provide as much notice as possible due to the amount of time involved if off-campus captioning is required.

### **Scribe**

A scribe is a student (not enrolled in your class) that is hired by Disability Services to write down or otherwise record a student's responses. The scribe does not create answers for the student or help the student identify correct answers. The role of the scribe is to take down in writing what is dictated by the student, no more and no less. This accommodation could take place in the Testing Center, as a test accommodation or within the classroom for in-class assignments. Sometimes the hired student would serve as a notetaker and scribe. Instructors are notified of a scribe/notetaker hired for in-class assignments, as this student would need a seat in the class. Students that are hired as scribes are given specific directions and guidelines from a coordinator in Disability Services, and services are managed/coordinated by our office as well.

### **Notetaker**

Notetakers are hired by our office to take notes for eligible students. Notetakers are responsible for writing down the notes and other important information from the class lecture. Notetakers are given specific directions and guidelines from the Disability Services Coordinator. Students are generally hired from within the classroom, but occasionally it is necessary to find a student from outside the class. If an outside notetaker is hired, the instructor would be notified, as this student would need a seat in the classroom. Coordination and management of services is conducted by the Disability Services Office. Notetakers will upload class notes to the Accomodate System.

# TEST ACCOMMODATION PROCESS

The Testing Center proctors all tests for students with disabilities. If instructors have any questions or concerns regarding test accommodations, they should contact the Disability Services Office or the Testing Center.

- **ONLINE COURSES**

- If testing will occur online, please extend test time for the student as indicated on the Faculty Accommodation Letter in Accommodate for the ENTIRE semester as soon as you receive the accommodation letter.
- Only students taking tests in the Testing Center need to submit a test accommodation reservation.

- **ON CAMPUS COURSES**

- Students are required to submit their reservation for each test/quiz (they would like to take in the Testing Center) using the Accommodate Portal located on the College's web site.
- Once the student has submitted their reservation, and been approved, the instructor will be sent an e-mail requesting the test conditions.
- Faculty will be able to upload the test and submit test conditions through the secure Faculty Accommodate Portal. Please upload or deliver the test to the Testing Center, F-160, at least one business day prior to the exam. Step by step directions are available in Accommodate or in Appendix F.
- The Disability Services Office encourages students to submit their test accommodation reservations 3 business days prior to the test/quiz date. Reservations submitted with less than 3 business days' notice may NOT be able to be scheduled in the Testing Center with all approved accommodations. If we are unable to schedule the test in the Testing Center, the College is still obligated per ADA mandates to provide extended time accommodations. Please contact our office to discuss options.

- We realize that you may find it necessary to announce some tests/quizzes with less than 3 business days' notice. In those cases, we will make every effort to work with you in order to meet the college's obligation.
- In case of on-site questions/confusion when administering the test, instructors will be contacted by phone or e-mail for clarification. It is the policy of the Disability Services Office to administer all tests according to the instructor's conditions and to schedule accommodated tests as close as possible to the time/date the class is taking the test. Please note, however; if the student has the accommodation of extended time and has a back-to-back class schedule, it may be necessary to adjust the testing time/date for the student to receive the approved extension of time. The Disability Services Office will collaborate with both the instructor and student if this situation occurs.
- Unless the instructor has indicated that specific academic aids may be used or the student has received an accommodation which allows academic aids to be used; no notes, books, calculators, scrap paper, rulers, etc. will be permitted. All students will be monitored while taking tests. Beginning and ending times of the test will be recorded. The instructor will be notified of any discrepancy that occurs during the test. Disability Services will not reschedule an exam without the instructor's approval.

# TYPES OF TEST ACCOMMODATIONS

## **Extended Time**

Students may be provided extended time to complete a test due to slowed processing or retrieval skills, physical disabilities that affect their ability to write or disabilities that are exacerbated by time constraints. Disability coordinators determine the amount of extended time by documentation review, past accommodations and student interview.

## **Test Site**

Some students are only able to perform optimally on tests administered in distraction-reduced rooms. Others may need the use of adaptive equipment or special testing assistants which require tests to be administered outside the classroom setting. Disability coordinators will determine and make arrangements for these students to take their tests in the most optimal location.

## **Reader, Scribe and Testing Assistant**

Some students require a reader, scribe or testing assistant. Readers are typically for students who are visually impaired, have specific reading disabilities or have processing difficulties. The test is read exactly as it is written. Scribes assist students who are physically unable to use arms and hands or who have limited fine motor function. They are instructed to write down exactly what is dictated to them by the student ONLY. Testing assistants may also be needed to help these students in hands-on labs or computer exams. Testing assistants are carefully trained NOT to help the student understand the content or arrive at the answer.

If the student has a question about the exam, an attempt will be made to contact the instructor. If contact with the instructor is not achieved, the student will be instructed to answer the question(s) to the best of their ability and a discrepancy will be noted on the test administration form which will be provided to the instructor.

## **Special Format**

Some students with visual disabilities may need their test modified in some manner. Often the print on the tests will need to be enlarged. Instructors may be able to facilitate this easily by simply selecting a larger font and printing out a single copy of the test for the student. In some cases, the student may need the test displayed on special colored paper or Brailled. The Disability Services Office will assist in the preparation of such tests. The instructor should remember that extra time will be needed for the Disability Services Office to produce these alternate-format exams.

# IMPORTANT INFORMATION FOR INSTRUCTORS

The Disability Services Office is designated to determine and provide appropriate accommodations, services, and auxiliary aids for students with disabilities. In order to implement most accommodations, students, instructors, and Disability Services Coordinators must collaborate, communicate, and follow through on commitments in a timely fashion. The following best practices can assist instructors in making this collaboration successful in order to support students with disabilities.

- **Course Syllabus ADA/AA Statement**—

The approved statement should be included on the course syllabus and read as follows: The Americans with Disabilities Act with Amendments (2008) affords students an equal opportunity to participate in educational courses/programs/services. If you have a disability for which accommodations may be appropriate, please contact the Disability Services Office at (734) 384-4167, located in Founders Hall.

- **Confidentiality**—Remember, students are not required to disclose their disability and instructors should never directly ask a student if they are disabled.

- **Accommodation Eligibility** Please remember ONLY students who have registered with the Disability Services Office should receive accommodations. Not all students with disabilities register with our office. If students have not registered, they are not eligible to receive accommodations. Instructors are always free to contact the Disability Services Office to confirm a student's registration and referrals are encouraged through the Early Alert System.

- **Instructor/Student Consultation** Many students registered with the Disability Services Office have experience advocating for their needs. Most are knowledgeable about their disability, the strategies and accommodations that work for them, and

the assistive technology they use. Meeting with students individually can provide instructors with additional insights and helpful suggestions.

- **Technical Standards**—Developing technical standards for your program can assist students with making an informed decision as to whether they are qualified and prepared to meet program requirements. The focus should be on what must be accomplished NOT on how it is accomplished. Technical standards must delineate observable performance criteria that can be readily applied. Many of the health programs at MCCC already have established technical standards. To see an example please refer to the Health Science page of the College's website.

## Appropriate questions to ask when determining technical standards

- Can it be applied to all applicants/participants?
- Does it establish a skill or ability rather than a medical condition? (example: One who is deaf cannot...). Standards should not amount to descriptions of impairments or disabilities.
- Does it focus on "what" not "how"?
- Is it a physical, behavioral, or safety standard?
- Where in the program is it tested? (not what is expected on the job)
- Will the standard hold up over time?

## Developing Technical Standards

- Both policy and practice must support that the standard is essential.
- Relates to:
  1. The core aspects of the program
  2. Academic or program success
  3. Skills necessary to obtain licensure
  4. Safe performance of the skills taught in the program
- Is the standard about?
  1. Technique
  2. Health
  3. Safety
- Exit criteria cannot be used as technical standards
- Consider developing a signed statement “I understand that I will be expected to meet these standards (for all students). Also, include a statement like.... “These are technical standards all students are expected to meet with or without accommodations.” Refer students to the Disability Services Office for accommodation consideration.

\*\* If you or your department would like assistance developing technical standards, please contact the Disability Services Office.

## Accessible Course Content

Lack of effective access to print-based materials is one of the greatest barriers for postsecondary students with disabilities. Colleges and universities are legally obligated to provide effective access to all course materials to students with disabilities.

The Disability Services Office at MCCC uses AccessText regularly to provide students with accessible textbooks. AccessText is a conduit between the publishing world and colleges and universities across the country, with a shared mission to ensure students with disabilities have equal access to their textbooks. Some publishers are not proactive in providing accessible textbooks.

## Universal Design

The intent of Universal Design is to equally benefit everyone by making products, communications and the environment more usable.

### General Guidelines for Universal Design/ Accessible Course Development:

- Provide a comprehensive syllabus with clearly defined course requirements, expectations, due dates and the MCCC approved Disability Services Statement.
- Announce reading assignments well in advance; students may need time to have their reading materials converted to alternative formats or to complete reading assignments.
- Permit and encourage the use of assistive technology.
- Start each class period with an outline of material to be covered that day and briefly summarize key points at the end of the lecture.
- Present new vocabulary and give course assignments in a variety of ways: in lectures, through examples, Brightspace, on handouts, on websites, etc.
- Fluctuate instructional methods by providing illustrations, handouts, and auditory and visual aids.
- Post course content on Brightspace, allowing students to obtain material that might have been missed in lecture.
- Use guided notes to enable students to listen for essential concepts.
- Update course materials based on current events and student interest.
- Give more frequent exams that are shorter in length.
- Develop study guides.
- Allow the student to demonstrate knowledge of the subject through alternate means.
- When in doubt about how much to assist a student, ask him or her.

TO: ,  
DATE: August 5, 2024  
RE: Approved Accommodations

**Semester: Fall 2024**

**Important Instructor Information Student:**

is in your course, has a documented disability and is registered with the Disability Services Office. According to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, accommodations to academic requirements must be made in educational settings for individuals with disabilities. **PLEASE NOTE: THIS INFORMATION IS CONFIDENTIAL BETWEEN YOU, THE STUDENT, AND THE DISABILITY SERVICES OFFICE.**

**Electronic Form of Textbook**

Fall 2024  
Biological Sciences I (BIOL-151-L2)

**Permission to Audio Record Lectures**

Fall 2024  
Biological Sciences I (BIOL-151-L2)

**Testing Accommodation 2 Time**

Fall 2024  
Biological Sciences I (BIOL-151-L2)

The implementation of accommodations is a shared responsibility between the student, the instructor, and Disability Services. Accommodations are provided to reduce barriers related to the impact of the student's disability in the college environment. Accommodations are activated as a result of this letter for one semester and are NOT retroactive. **It is the instructor's responsibility to confirm acknowledgement of this official accommodation letter by digitally signing the letter in [Accommodate](#).**

Exams and tests may be administered in The Testing Center for your convenience. *The Student should make arrangements through the Accommodate System no less than 3 business days in advance to take a test in The Testing Center located in Founders Hall, room F-160. It is not the instructor's responsibility to initiate testing arrangements.*

**If you have any questions, please contact the Disability Services Office at 734-384-4167 or intake@monroecc.edu.** Thank you for your cooperation.  
Kind Regards, Disability Services



## Monroe County Community College Audio Recorded Lecture

### Statement of Understanding

1. I understand that because of my disability I have the right to audio record class lectures for my personal use only.
2. I understand that the audio recording is the property of the College and I will not share, publish, up-load or quote the audio recorded material without the consent of the lecturer. This information is protected under federal copyright laws.
3. I agree to turn off the audio recorder when requested to do so by the instructor when personal matters of other students are being discussed.

**I have read and understand the above Statement of Understanding for audio recorded lectures at Monroe County Community College. I will abide by the policy with regard to any lectures I record while enrolled as a student at Monroe County Community College.**

---

Print Student Name

---

Student Signature

---

Date

---

Disability Services Coordinator Signature

---

Date

*\*84.44 of Section 504 of the Rehabilitation Act of 1973 (P.L.93-112, amended P.L. 93-516-1)*

Original – Student File    Yellow - Student

# RESPONSIBILITIES WHEN USING A PERSONAL CARE ATTENDANT AT MONROE COUNTY COMMUNITY COLLEGE

**Duties do NOT include notetaking or proctoring of tests. It is the role of Disability Services to assign these accommodations.**

## **Responsibilities of the Student:**

1. Submit current documentation to Disability Services validating the need for a personal care attendant as an accommodation.
2. Hire and compensate the personal care attendant. Monroe County Community College is not responsible to provide Personal Care Attendants.
3. Prior to the assignment, the student will assure that each personal care attendant has registered with Disability Services.
4. Ensure that if the Personal Care Attendant changes, Disability Services is notified. Each Personal Care Attendant must sign a Personal Care Attendant Agreement.
5. Direct the Personal Care Attendant's activities on campus in accordance to the Monroe County Community College policies, regulations, rules and procedures and according to the personal care attendant responsibilities listed to the right.
6. Share and review a copy of your class syllabus with your personal care attendant.
7. Develop a back-up plan in the event that the personal care attendant is unable to work and notify Disability Services.
8. Prior to class, communicate with the personal care attendant regarding any assistance you will need.

## **Responsibilities of the Attendant:**

1. Follow the specific directions given by the Disability Services coordinator.
2. Follow appropriate classroom behavior as defined in the course syllabus, by the instructor, and in the college's Code of Conduct.
3. Follow all applicable college regulations, policies and procedures found at [www.monroeccc.edu](http://www.monroeccc.edu).
4. Allow the student to take responsibility for his/her academic progress. A personal care attendant is not part of this academic relationship. The goal is for the student to independently communicate with their instructor.
5. Act as a quiet observer in the classroom; the learning environment should not be disrupted in any way. Disruptions are considered to be clarifying class information, making requests or asking questions of the instructor.
6. Duties of the personal care attendant may include transportation to/from the classroom; administering medication; assistance with toileting, dressing and feeding needs; and modifying or addressing the student's behavior.
7. The personal care attendant must communicate in a non-disruptive manner when behavior modification is necessary.
8. Monitor the student's medical equipment (when applicable).
9. Maintain confidential information about the student.

# SERVICE ANIMAL POLICY

In accordance with Section 504 of the Rehabilitation Act (1973), the Americans with Disabilities Act (1990), and the Americans with Disabilities Act with Amendments (2008), Monroe County Community College accommodates students with disabilities who require the assistance of a qualified service animal. A service animal is defined as a dog (or rarely, a miniature horse). Students may be accompanied by a service animal to assist them in performing daily life tasks, including academic and campus activities. Service animals are permitted in all areas of the facility that are open to the public or students with the exception of areas where service animals are specifically prohibited due to health or safety reasons. Acquisition of a service animal is the sole responsibility of the student.

## Requirements for use of Services Animals include:

- Dogs must be licensed in compliance with all required state and county regulations associated with licensing, vaccinations and other health regulations.
- The care and supervision of a service animal is the sole responsibility of the student/handler. The service animal must be kept under control at all times and not pose a direct threat to the health and safety of other persons on campus. If a service animal poses a direct threat to the health and safety of others on campus, an individual assessment of the situation will be conducted by the campus security.
- Service animals on campus must be kept on a harness, leash or other tether unless either the handler is unable because of their disability to use a harness, leash or other tether; or the use of a harness, leash or tether would interfere with the service animal's safe, effective performance of work or tasks. In these cases, the service animal must be under the handler's control using voice control, signals and other effective means. The student/handler may be charged for any damages caused by their service animal.
- Cleanliness of the service animal is mandatory and the responsibility of the student/handler. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The student/handler is expected to clean up and dispose of all animal waste. Students who are unable to do this must make necessary arrangements for assistance. The College is not responsible for these services.

## Miniature Horse

- If the service animal is a miniature horse, an assessment of type, size and weight will be made to determine whether the facility can accommodate these features.
- Other requirements which apply to service animals also apply to miniature horses.

## Service Dogs in Training:

- Service dogs in training are permitted on campus in all public facilities on the same basis as service dogs. Service dogs in training must be accompanied by a trainer for the purposes of training. Service dogs in training are not permitted in areas NOT open to the general public such as classrooms or offices.
- Only adult dogs (twelve months of age or older) are considered service dogs in training.

# CLASS ATTENDANCE AND FLEXIBLE DEADLINES ACCOMMODATIONS – INSTRUCTOR INFORMATION

This semester, there is a student in your class who is diagnosed with a chronic health condition. When a student has a chronic condition with acute episodes, modifications to class attendance policies and deadlines may be appropriate and should be considered on an individual basis.

**Please note:** If the student can get the information from the book, homework or other ways, and could do well on the exams without benefit of the lecture and interaction, the Americans with Disabilities Act with Amendments (ADA-AA) indicates we cannot penalize him/her for missing classes when the absence is disability-related.

The student still needs to meet the essential functions of the class (like everyone else), which may or may not include attendance in the classroom and meeting certain deadlines. In accordance with the ADA-AA, faculty should consider the following questions when determining if attendance or meeting a particular deadline is an essential function.

- Does the course rely on student participation as a method of learning?  
(consider the percent of overall points awarded for participation)
- Do student contributions constitute a significant component of the learning process?
- What does the course description and syllabus say about attendance and meeting deadlines?
- Are assignments part of the classroom learning experience on the day they are due?

If attendance and meeting certain deadlines are essential functions of the class, then the student must attend and adhere to the attendance policy and meet any deadlines as written in the course syllabus. Examples of a class where attendance is an essential function would be a lab, a language pronunciation course, a discussion-based class or a class involving several student presentations.

**Instructors need to permit make up work when the absence or delay in submission of work is disability-related and falls within the parameters of the stated attendance policy, which may include tests/quizzes. The option to make up a test/quiz as part of a comprehensive final is not an appropriate accommodation. Any absences beyond the stated policy require an individual meeting with the instructor, student and a Disability Services Coordinator to assess if the student can meet the essential functions of the class.**

Thank you for your cooperation and continued support of our students!

## Student Responsibilities

The student also has responsibilities in the accommodation process which include:

Maintain regular contact with the instructor throughout the entire semester regarding the status of their condition.

Notify the instructor and the Disability Services Office of any absences (in advance, if possible, or immediately after an acute episode). Request a deadline extension prior to the due date. In most cases, a 24–48 hour deadline extension would be considered reasonable.

Complete any missed work that occurs due to a disability related absence within the stated attendance policy. Provide the Disability Services Office a copy of your syllabus for each of your courses, after the first disability-related absence. This will help facilitate the implementation of your accommodation.

Contact the Disability Services Office to discuss options if your condition prevents you from attending class and/or completing coursework on a long-term basis.

DISABILITY SERVICES - 734-384-4167 • [lal@monroecc.edu](mailto:lal@monroecc.edu)

# HOW TO SUBMIT TEST CONDITIONS AND/OR UPLOAD AN EXAM IN ACCOMMODATE

## To Submit Test Accommodation Conditions:

1. Go to MCCC's website: [www.monroeccc.edu](http://www.monroeccc.edu)
2. Click on Faculty & Staff at the top of the page
3. Click on Disability Services on the left-hand side of the page
4. Click on Faculty Accommodate Portal Link and log in
5. Select Courses/Test Accommodation Reservations
6. Select Your Course
7. Select Testing Accommodation Reservation
8. Select Student Requesting the Accommodation
9. Select Complete Exam Conditions – Note by selecting the complete exam conditions, you will be able to provide the exam conditions and any exam documents if necessary. You will only need to do this once per exam NOT per student. If you have already completed this form and receive an additional request, you can just select the exam from the dropdown.

## NOTES:

1. If you have not received a request but would like to proactively provide an exam and conditions, please select the exam tab.
2. Select Add New Exam, provide conditions and submit.

Disability Services  
Founders Hall, F-149  
734-384-4167

# FREQUENTLY ASKED QUESTIONS

**1) What is a reasonable accommodation?**

Accommodations are modifications to the ways in which things are usually done. The purpose of reasonable accommodations is to provide students with disabilities equal access to participate in college programs and activities.

**2) How do students get registered with Disability Services? How are accommodations determined?**

To receive accommodations, students with disabilities are required to contact Disability Services to meet with a coordinator. Disability Services Coordinators will determine eligibility for services, based on information gathered from the student interview, coordinator observations and documentation provided.

**3) Is there a specific timeline students must follow to register with Disability Services?**

Accommodations can be requested at any point during a semester. However, we strongly encourage students to set up accommodations prior to the beginning of the semester.

**4) How are instructors notified of approved accommodations?**

Instructors are notified of all approved accommodations via the college's e-mail system. Faculty will be prompted to log into Accommodate to view accommodation letters. If there are any questions or concerns regarding the implementation of the accommodations, instructors should contact the Disability Services Office immediately.

**5) What is Accommodate?**

Accommodate is a secure web-based disability services management system.

**6) How do I log in to the Accommodate System?**

Faculty can log in to Accommodate on the Faculty and Staff Disability Services page of the website. Any email prompting faculty to log in to Accommodate will also include a link for your convenience.

**7) How does the Testing Center receive my test for accommodated exams?**

Tests can be hand delivered to the Testing Center located in F-160 or uploaded to the secure Accommodate System. Please do not email your test to the Testing Center to ensure exam security and maintain academic integrity.

**8) How do I know a student has a disability when there are no physical indicators?**

Many disabilities are hidden. Disability Services will review each piece of documentation provided by a professional who is qualified to evaluate the disability. After documentation is reviewed, Disability Services will notify you of approved accommodations, via your college email.

**9) Should I provide information in my course syllabus regarding students with disabilities?**

Please place the following statement in your syllabus:

The Americans with Disabilities Act with Amendments (2008) affords students with an equal opportunity to participate in educational course/programs/services. If you have a disability for which accommodations may be appropriate, please contact the Disability Services Office at (734) 384-4167, located in Founders Hall.

**10) Can I share information about the student's disability with anyone?**

In order to comply with the Americans with Disabilities Amendments Act (ADA-AA, 2008), information regarding any student with a disability who is registered with the Disability Services Office should be kept confidential. This would include any written notification you receive from our office or conversations with the student or Disability Services Coordinators. Please do not share this information with other faculty, students or staff.

**11) How do I refer a student to Disability Services?**

Instructors can submit a student referral by completing an Early Alert form located on the college's website. A Student Success staff member will contact the student to offer assistance.

**12) Will the requirements of a program or my class be modified?**

The format of course content and instructional materials may need to be modified to allow student access. However, all students must meet the essential academic and technical standards required for each class. Behavioral standards must also be met, as defined in the Student Code of Conduct, stated in the college catalog.

**13) Can faculty be held legally responsible for refusing to provide accommodations?**

Because MCCC receives federal money to support our operations and students' educational experiences, everyone has a responsibility to satisfy obligations of compliance under federal statutes and regulations.

**14) Am I being fair to other students by granting one student accommodations?**

Reasonable accommodations do not weaken academic standards or the overall integrity of the course. Accommodations provide students with disabilities equal access to the classroom and course materials.

**15) Do we prepare students with disabilities for the "real world" by providing accommodations?**

At the postsecondary level, Monroe County Community College is legally required to ensure educational equity and to facilitate the learning process. What may or may not happen in the work world cannot be our responsibility. The educational environment impacts students with disabilities differently than the work environment.

**16) The student has an accommodation of "class attendance"? What does this mean?**

When a student has a chronic health condition with acute episodes, modifications to class attendance policies may be appropriate and should be considered on an individual basis. The student still needs to meet the essential functions of the class (like everyone else), which may or may not include attendance in the classroom.

**17) I have a written "no make-up test" policy, regardless of the reason. Do I have to allow a make-up test as part of a student's accommodations?**

Instructors need to permit make-up work when the absence is disability related and falls within the parameters of the stated attendance policy. Any absences (make-up work) beyond the stated policy require a meeting with the instructor, student and a Disability Services coordinator to assess if the student can meet the essential functions of the class. It is the student's responsibility to contact the instructor and Disability Services of any absences, prior to or immediately after an incident.

**18) Do I have to accommodate a student with a disability who always turns in late assignments or arrives to class late?**

Students must meet the same academic and behavioral standards as other students, including deadlines and tardiness, unless there has been a prior arrangement based on the student's approved accommodations.

**19) One of the student's accommodations is the ability to audio record lectures. I don't allow recorders in the classroom.**

One type of auxiliary aid specified in Section 504 of the Rehabilitation Act is an audio recorder. There are a number of disabilities in which a recorder is an appropriate accommodation. If you are covering sensitive material or have other situations where you do not wish students to record, you may request the student turn off recording devices during that portion of the lecture.

**20) What is Alternative Media?**

Alternative media are class materials that are provided in a different format to facilitate equal educational access for students with various disabilities. Students may request textbooks in a format that they listen to or enlarge. The alternative format may include PDF/Word files to enlarge or use with a screen reader, audio books, MP3/WAV files, etc. Selecting course textbooks from publishers who also offer e-text as an option applies a universal design approach.

**21) What is Universal Design?**

Universal Design is the process of designing products and environments to be usable by all people, to the greatest extent possible, without the need for adaptations or specialized design. If you create accessible instructional materials from the beginning many students, not just those with disabilities, will benefit.



# EVACUATION GUIDELINES FOR PEOPLE WITH DISABILITIES

Evacuating a disabled person yourself is the last resort. Consider your options and the risks of injuring yourself and others in an evacuation attempt. Do not make an emergency situation worse. Evacuation is difficult and uncomfortable for both the rescuers and the people being assisted. Some people have conditions that can be aggravated or triggered if they are moved incorrectly. Remember that environmental conditions (smoke, debris, loss of electricity) will complicate evacuation efforts.

## **In All Emergencies After Evacuation Has Been Ordered:**

- Evacuate people with disabilities first, if possible.
- DO NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire or power failure. If the situation is perceived to be life threatening, call 911.
- Attempt a rescue evacuation ONLY if you feel qualified or the person is in immediate danger and cannot wait for professional assistance. There is a Good Samaritan Law in the State of Michigan.
- Two or more individuals, if available should conduct the evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

## **The following guidelines are general, and may not apply in every circumstance:**

- DO NOT evacuate disabled people while in their wheelchairs. This is standard practice to ensure the safety of disabled people and volunteers. Wheelchairs will be evacuated later if possible.
- Before attempting an evacuation, the volunteer rescuers and the people being assisted should discuss how any lifting will be done and where they are going.
- Proper lifting techniques (e.g. bending the knees, keeping the back straight, holding the person close before lifting and using leg muscles to lift) should be used to avoid injury to the volunteer rescuers' backs.
- If a power outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light. During business hours, Campus Security should be notified so they can advise emergency personnel.

# GUIDELINES FOR RESPONDING TO PERSONS WITH SEIZURE-LIKE SYMPTOMS

\*\*\*\*\*PLEASE PRINT THIS INFORMATION AND KEEP IT READILY AVAILABLE DURING CLASS\*\*\*\*\*

Seizures are caused by uncontrolled electrical activity in the brain, which usually last from 2 seconds to 2 minutes in duration. Seizure symptoms can include passing out, rigidity, repetitive jerking movements of body, speech difficulties, and eye rolling or fluttering. Injury from falling is the most prevalent consequence of a seizure. **YOUR PRIMARY RESPONSIBILITY IS TO MAKE SURE THE STUDENT IS SAFE AND TO MINIMIZE THE AMOUNT OF TRAUMA TO OTHERS.** [Do not contact the Nursing Department. They are on-campus in the capacity of instructors, not to administer medical care.] Witnessing a seizure can be alarming, but in most cases the seizure will subside and the student will get back to normal fairly quickly.

It is important to encourage students to remain calm and follow the steps listed below.

1. **STAY CALM.** Remove furniture or other articles that may be pose potential injury to student. Help the person to a reclining or side-lying position if possible. Remove eyeglasses if applicable/ possible.
2. **Call 9-1-1.**
3. **Press alert button located in the classroom.**
4. **Call College Security at 734-735-9401.** Ask others who are present to dismiss from the area temporarily until the situation has been handled.
5. Check for medical emergency bracelet if possible so that you can alert emergency medical personnel of listed condition when they arrive.
6. If you have received information that the student has a registered disability and it is possible, **Contact Disability Services at Ext. 4167.** Coordinators can pull the student's file to see if there is additional needed information (including parents, significant other's phone numbers).
7. Allow the seizure to run its course. Do not restrain student.
8. **Do not put anything into the student's mouth.** A seizing student cannot swallow their tongue and you are likely to injure the student by placing something in his/her mouth.
9. When the jerking motions stop, have the student lay on his/her side. It is not uncommon for someone who has a seizure to vomit. This will help prevent the student from choking. Let the student rest in this position until he or she regains consciousness.
10. When the student regains consciousness, he /she will likely be confused or disoriented. Reassure the student that he/she is safe and help is on the way. **Do not give the student anything to eat or drink.**

## WHEN FIRST RESPONDERS ARRIVE:

- Only the MCCC professionals should give out information. Protect confidentiality of student.
- The FIRST RESPONDERS will decide the level of care recommended. In many cases, they will recommend transporting of the student to the hospital. Expect, when conscious, some students will refuse transport. (Transporting is an expense to be borne by the individual. Even more serious from the student's perspective is that hospitals must report seizures. In Michigan, if the student drives he/she will lose his/her driver's license for a minimum of six months.) It is the student's right to refuse medical care despite what any MCCC professional might believe is in the best interest of the student.
- After the emergency personnel leave, invite other students to return to classroom. Do not discuss the details of the incident, but be open to encourage/calm students who may appear distressed over the incident.
- College security officers will complete the MCCC Incident Report. Faculty will be asked about the incident to assist in the gathering of information for this report. Faculty have permission to release any pertinent information to Security regarding the student.

# INFORMATIONAL LINKS

<https://www.ed.gov/about/ed-offices/ocr>

Department of Education Office of Civil Rights

[www.ada.gov](http://www.ada.gov)

Americans with Disabilities Act

<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

Section 504 of the Rehabilitation Act of 1973

<http://www.michigan.gov/mdcr/>

Michigan Department of Civil Rights

<http://www.ahead.org>

AHEAD – Association of Higher Education and Disability

<http://www.washington.edu/doit/programs/accesscollege/faculty-room/overview>

Access College – In-person/on-line class universal design assistance

<http://webaim.org/>

Organization with the Goal of Helping Make Web Content More Accessible

<http://www.w3.org/WAI/training/accessible>

Making Presentations Accessible

[cast.org](http://cast.org)

National Center on Universal Design for Learning

[academy.texthelp.com/read-and-write-education/student-resources](http://academy.texthelp.com/read-and-write-education/student-resources)

Read & Write support tools free to all staff and students

[us.livescribe.com/collections/smartpens/products/echo-2-smartpen](http://us.livescribe.com/collections/smartpens/products/echo-2-smartpen)

Notetaking assistive technology



