

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 not naturally available within the environment, students with disabilities are required to contact Disability Services to meet with a counselor. Licensed Professional Counselors will determine eligibility for services, based on information gathered from the student interview 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 at 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. If there are any questions or concerns regarding the implementation of the accommodations, instructors should contact the Disability Services Office immediately.

5) 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.

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

Please place the following statement in your syllabus:

Students requesting accommodations in this class, on the basis of a physical, psychological or learning disability should contact Disability Services at (734)384-4167 or in room C-218, located on the second floor of the Campbell Learning Resource Center.

7) 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 Counselors. Please do not share this information with other faculty, students or staff.

8) How do I refer a student to Disability Services?

Instructors can submit a student referral to the Disability Services Office by completing the LAL Student Referral Form located on the faculty page in WebPal. A Disability Counselor will contact the student to offer assistance and notify the instructor of the outcome.

9) 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 code of conduct, stated in the college catalog.

10) 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.

11) 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.

12) 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.

13) 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.

14) 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 Counselor 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.

15) 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.

16) A student is receiving a test accommodation of “extended time”. How much extra time is being given?

Students with this accommodation generally receive either time and a half or double time, which is calculated based on the amount of test time the class is given. The amount of time allowed depends on the impact of the student’s disability and is determined by a Licensed Professional Counselor in the Disability Services Office.

17) One of the student’s accommodations is the ability to record lectures. I don’t allow recorders in the classroom.

One type of auxiliary aid specified in Section 504 of the Rehabilitation Act is a 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.

18) 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.

19) 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.

**If you have additional questions, please contact Disability Services at
734-384-4167.**