



## Committee for Persons with Disabilities

### Frequently Asked Questions (FAQ) and Answers About Services for Students with Disabilities

#### I. Definitions

##### 1. What is a disability in a post-secondary setting according to the ADA?

*An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is regarded as having such an impairment ([Americans with Disabilities Act \(ADA\) Guide to Disability Rights Law](#)). 28 Code of Federal Regulations, Part 35; §35.104.*

*Examples of such impairments are: Learning Disability, Other Health Impairment, Emotional Disability, Hearing Disability, Visual Disability, and Physical Disability or Autism.*

##### 2. What is an accommodation/academic adjustment? What are some examples?

*In accordance with federal legislation, Nassau Community College provides students with disabilities the opportunity to achieve equal access by providing a range of accommodations, i.e., reasonable adjustments or modifications to policies and procedures to ensure that no student with a disability is denied benefits of the education program. Accommodations may include, but are not limited to the following examples:*

- *Scribe (a person who writes down a student's exam answers or fills out a scantron for exams)*
- *American Sign Language Interpreter*
- *Use of a computer (word processor) or other technology*
- *Extended time for exams*
- *Computer reader for exams*
- *Enlarged material*

##### 3. What exactly is an Accommodation Authorization Letter?

*In response to the Accommodations Request that is completed by the student, a counselor from the Center for Students with Disabilities (CSD) reviews the documentation with the student and then prepares an Accommodation Authorization Letter which provides a listing of the approved accommodations. The student presents this letter to the professor.*

## II. Policies and Procedures

### 4. **What is the statement regarding students with disabilities that I must include on my course outline/syllabus?**

*The following statement regarding students with disabilities should be included on all course outlines/syllabi:*

*If you have a physical, psychological, medical, or learning disability that may have an impact on your ability to carry out the assigned coursework, I urge you to contact the staff at the Center for Students with Disabilities (CSD), Building U, (516) 572-7241, TTY (516) 572-7617. The counselors at CSD will review your concerns and determine to what reasonable accommodations you are entitled as covered by the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. All information and documentation pertaining to personal disabilities will be kept confidential.*

### 5. **Who is authorized to know what the student's disability is?**

*While you are not entitled to know the exact nature of a student's disability, CSD suggests that each student speak with his/her professors about it; ultimately, this disclosure is at the student's discretion.*

*Please note that the college complies with FERPA regulations per the [U.S. Department of Education](#) regarding a student's disability status. While making generic statements that speak to the entire class about the need to communicate with the professor regarding accommodations and upcoming exams is appropriate, singling students out in the classroom with regard to their disabilities or their accommodations is extremely inappropriate and potentially actionable.*

## III. Faculty Procedures and Responsibilities

### Accommodations

### 6. **What happens if I do not provide the formally requested accommodation as indicated in the Accommodation Authorization Letter?**

*It is the College's, and therefore the faculty's mandated duty to accommodate students who have registered with the Center for Students with Disabilities (CSD) and who have provided you with the requisite Accommodation Authorization Letter. It is the student's choice as to whether or not they will use the accommodation. If you do not provide the formally requested accommodation to a student with a documented disability, the College will be in violation of federal laws, including section 504 of the Rehabilitation Act of 1973 ([Rehabilitation Act Guide to Disability Right Laws](#)) and the Americans with Disabilities Act ("ADA"). ([Information and Technical Assistance on ADA](#)).*

### 7. **Can I set a limit as to the number of accommodations provided during a semester?**

*No, for accommodations listed on the Accommodation Authorization Letter you cannot set a limit as to the number of accommodations provided during a semester.*

**8. When is an accommodation request “unreasonable”?**

*An accommodation is considered “unreasonable” when the request contradicts the technical standards of the course/program of study, or fundamentally alters the nature of the course or poses an undue administrative burden.*

**9. If I receive a student’s Accommodation Authorization Letter in the middle of the semester, am I obligated to provide accommodations?**

*Yes, professors must comply with a student’s request for accommodations when presented with a copy of his/her Accommodation Authorization letter from the Center for Students with Disabilities (CSD) at any time during the semester. However, there is no requirement to provide accommodations retroactively.*

**10. How far in advance must students with disabilities inform an instructor about needed accommodations?**

*Ideally, a student with a disability should inform you about needed accommodations at the start of the semester with the presentation of an Accommodation Authorization Letter. However, you cannot deny requests made later in the semester unless they cannot be met within reason (e.g., a request made the day before an exam is scheduled).*

**11. Should I provide accommodations to a student who does not present an Accommodation Authorization Letter?**

*No, students should not be given accommodations unless they provide you with a current Accommodation Authorization Letter, issued by CSD. For any students who request accommodations, they should be reminded to register or check in with their assigned CSD counselor who will then provide a letter indicating their accommodation needs.*

**Instruction**

**12. How can I prepare before classes begin if I am aware that I will be teaching a student with a disability?**

*Familiarize yourself with the [NCC Center for Students with Disabilities](#) (CSD) and the [Americans with Disabilities Act](#) (ADA) and Section 504 of the Rehabilitation Act as well as the institutional responsibility of providing accommodations for a student with special needs: [Information and Technical Assistance on ADA](#).*

**13. What is Universal Design for learning and how can I use it?**

*The University of Washington provides an excellent technical definition of [Universal Design](#), as well as [an overview and practical application of this inclusive method of teaching](#).*

**14. What are some general instructional suggestions for teaching students with disabilities?**

*Universal Design and differentiated instruction are encouraged as pedagogical strategies. In order to maintain the integrity of the course, content should not be simplified, as is described by [CAST](#).*

*The [Center for Applied Special Technology](#) (CAST) is a nonprofit research and development organization that works to expand learning opportunities for all individuals, through Universal Design for Learning (UDL).*

**15. Do I have to provide accommodations listed on the accommodation form if they do not fit with my philosophy or teaching style?**

*Yes, it is your legal obligation as a College employee and a representative of our institution to provide reasonable accommodations for a student with a disability, even if it differs from your personal teaching style, to ensure that the College remains in compliance with federal law.*

## Testing and Exams

**16. How can I schedule a student to take a test at the Center for Students with Disabilities?**

*Students schedule themselves for exams at CSD. Once presented with a yellow Request for Exam in An Alternate Location Form by the student, the professor must forward the exam to CSD as far in advance of the exam date as possible; at least two business days prior to a student's scheduled appointment to facilitate any necessary format conversions (e.g., test enlargement or conversion to braille).*

### **CSD TESTING GUIDELINES**

*To help make our testing process run smoothly for all concerned, the CSD staff asks you to remind your students who plan to take their exams at the CSD office to make their appointment as soon as possible, **preferably at least a week in advance**. This will allow the Center for Students with Disabilities time to have the proper space and staff available to accommodate our students. Their appointment should be on the **same date** and as close to the time as the class is taking the exam as possible. Please give students at least a week's notice of exam dates so that they have time to make arrangements to take the exam at the CSD Testing Center.*

- **Exams must be accompanied by a completed yellow form request for exam in alternate location form;** the student provides the yellow form. If the form is not provided by the student, the CSD Request For Exam in Alternate Location form is also available on the portal for you to download; the link is located under the tab "Faculty Resources" on the left of the page.
- The yellow form tells the testing center how the test is to be administered to your class – open book/closed book, notes/no notes, scantron, etc. If exam instructions are atypical, there must be sufficient information provided so that the test can be administered correctly.
- **Exams (with request form) must be delivered to CSD at least two business days** prior to a student's scheduled appointment. The most expedient way to send the exam is through the NCC portal (click the Faculty Resources tab, located on the left side). They can also be delivered by hand (faculty or staff only) to the CSD Testing Center or emailed as a word document to [csd\\_tests@ncc.edu](mailto:csd_tests@ncc.edu). Please do not leave exams on an unattended desk or mailbox in the CSD office; this compromises the security of the exam. Exams should **not** be sent by inter-office mail, which too often arrive after the student's scheduled appointment.

***This two-day period is needed:***

- to ensure proctor availability
- to scan and reformat exams so that the computer readers can "read" them which often involves retyping some of the exam

- to enlarge and make other necessary enhancements
- to allow time for the administrative process of logging in exams and reviewing the professor's instructions
- **Exams must be typed, legible and complete.** Exams must be prepared on a computer or typed with a minimum font size of 12. The print on exams cannot be too light or too crowded. This creates an added challenge for our learning disabled students, and it also prevents the computer readers from being able to read these exams. Hand-written exams cannot be read by our computer readers. Please bring a "clean" copy without stray marks. Our computer reader tries to translate those marks into words which makes the exam unreadable.

***Meeting the needs of students with disabilities is not only a huge task, but a legal mandate.***

***Please remember completed exams must be picked up by faculty or staff from your department in a timely manner so that all students can receive their test results at the same time.***

**17. Does extra time for exams apply to online exams or take-home assignments?**

*Yes, the accommodation for extra time does apply to online exams. Blackboard allows you to modify time limits, so you can set up extended time for online exams for specific students.*

*Extended time for take-home assignments are to be addressed on a case by case basis, ideally mutually agreed upon by the student, CSD counselor and professor. The determination of extended time on such assignments is ultimately the decision of CSD.*

**18. Can I give pop/surprise quizzes if I have students who have approved accommodations?**

*Yes, students with disabilities must be provided accommodations for pop/surprise quizzes. You should discuss with the student privately. If needed, you should contact the CSD Testing Center and/or the student's counselor to discuss arrangements for the quiz.*

**IV. Student Procedures, Responsibilities and Expectations**

**19. How does a student request a classroom accommodation?**

*To start the process, the student must present an accommodation authorization letter to the professor. This letter is prepared by a counselor from the Center for Students with Disabilities. Students must also request the particular accommodation they require from the professor when it is needed or via a yellow Request for Exam in An Alternate Location Form for exams taken at CSD. For further information, follow this link: [NCC Services for Students with Disabilities](#).*

**20. Is it acceptable to substitute an assignment if a student cannot complete an assignment?**

*Substitution of assignments are at the professor's discretion, but only if the academic standards required by the course or program are not fundamentally altered.*

## 21. What if a student with a disability is failing?

*All students must be held to the same academic standards required by the course. If a student with a disability is failing, the same protocol is followed as for any other student in the class.*

## 22. How do I handle a behavior/conduct issue of a student with a disability?

*Regardless of whether or not they have a disability, all students are responsible for complying with the [NCC Student Code of Conduct](#). Further, it is suggested that you follow the [NCC Classroom Disruption Policy](#) as you would in any case regarding a student conduct issue. You may also consult with the NCC Dean of Students office.*

## V. Protocol

### Deaf

## 23. What are some general suggestions for teaching students who are Deaf or Hard of Hearing?

*BEST PRACTICES FOR WORKING WITH STUDENTS/PROFESSORS DEAF, DEAF-BLIND, HARD OF HEARING AND INTERPRETERS*

*A **Deaf person** could be defined as someone who will use an Interpreter signing American Sign Language.*

*A **deaf person** could be defined as someone who has with them a person who is using a speech to text notetaking system such as C-Print or CART*

*A **deaf or hard of hearing(HH) person** could be defined as someone who uses an Assisted Listening Device (ALD) and would ask the professor to use the provided microphone so that it would enhance their residual hearing.*

*A **deaf or hard of hearing person** could be defined as someone who relies on their residual hearing and will "lip-read" the professor.*

*A **Deaf-Blind (DB) person** could be defined as someone who will use an Interpreter signing American Sign Language either visually or through tactile means.*

*An **Interpreter** is a person who is a professional with membership in the national organization, Registry of Interpreters for the Deaf (RID) with years of training and experience.*

***American Sign Language (ASL)** is a visual language with its own syntax and grammar. It is capable of conveying subtle, complex, abstract ideas. It is not English and it is not universal.*

### Communication

- *When addressing a Deaf/DB/HH person speak directly to that person, not the Interpreter.*
- *When lecturing, try to face the class/audience as much as possible in the event someone is trying to get visual cues and/or lip-reading.*
- *The Interpreters will most often place themselves next to the professor/speaker to ensure total visual access. The Interpreter's responsibility is to facilitate communication, conveying the thought, intent and spirit of the speaker and will interpret everything that goes on in the room.*
- *There is usually processing time (lag), a few seconds, in the interpreting process so please be cognizant of this when you are speaking.*

*During discussions, encourage and remind everyone not to talk over each other as the interpreter can only interpret for one person at a time and needs to identify the speaker.*

### Materials

- *Please provide the Interpreters with any material that you hand out to the class.*
- *The Interpreter may request a desk copy of the text book. Please assist them in obtaining one.*
- *When audio/visual materials will be used please make sure they are captioned. If they are not, please find a way to obtain a captioned version either through a library or procuring a new version. **\*\*Please, always request a captioned version when ordering DVDs.***
- *If you do show any audio/visual materials, please ensure that there is sufficient light for the Interpreter to be seen.*
- *Request auditor access to the Blackboard section for the Interpreter.*

### Accommodations

- *Notes – If at all possible please provide a copy of your notes to the student. If this is not possible, the student may request that you ask for a volunteer from the class to take notes.*
- *The student can provide a carbonless notebook for that purpose. Copies of the notes can also be made.*
- *Extra Time for tests (time and a half).*

### Interpreters

- *Be aware that depending on the complexity, length of time or unique needs of the person being served there might be a team of 2 Interpreters in the room.*
- *If you have any questions or concerns with or regarding the Interpreter, please speak with them directly prior or after the class/meeting. If that is not met with satisfaction, please contact Sharon Grossman 2-5535.*
- *If you are emailing your class with any information, please include the Interpreters.*
- *If you have a double class, please allow for a break between the classes to enable the Interpreter to have a break as the process is physically demanding.*

### Notetaking

#### **24. If a student has note-taking accommodations, do I have to give them notes when they are absent?**

*No, you do not have to give notes to a student with note-taking accommodations who is absent.*

#### **25. How does an instructor accommodate the need for a scribe or reader?**

*These accommodations are usually handled by and at CSD, although the professor may choose to scribe or read an exam for a student.*

## Personal Care Attendants and Service Animals

### **26. What is the protocol for a student with a Personal Care Attendant (PCA)?**

*Please do ask such attendants for their NCC identification cards. If they do not have NCC issued identification, they should be referred to CSD for identification processing. Personal Aides should not be allowed in the classroom without current NCC identification cards. The staff will then formally log their presence and refer them to Public Safety to finalize identification processing.*

### **27. What is the role of the personal care attendant?**

*The personal care attendant (PCA) will assist the student as deemed appropriate, and as will be specified in the documentation issued by the CSD. The PCA is not responsible for the student's academic progress or behavior. Any problems or concerns about the student's performance or attendance should be directed to the student.*

*If permitted into the classroom, the PCA shall not carry on conversations with the student during class and shall not engage in disruptive or distracting behavior. The PCA shall not participate in class or engage or intervene in conversations between the student and faculty, staff or other students.*

*The PCA may not photograph or record any classroom activity; the PCA must follow all NCC policies, including its Code of Conduct while on campus.*

### **28. What is the protocol for a student with a service animal?**

*The College complies with federal regulations concerning service animals. Please see the U.S. Department of Justice definition of and protocol for a service animal at [FAQs about Service Animals and the ADA](#).*

## **VI. Emergency Procedures**

### **29. What procedures should be followed in an emergency?**

*In the event of a fire or smoke condition, immediately sound the nearest fire alarm or manual-pull box (if doing so does not jeopardize your chances of safely escape).*

*For all emergencies, dial the NCC Emergency Phone Number 27111 from a campus phone, or (516) 572-7111 from an off-campus or cell phone. Provide your name, location/building, floor, and room number and the nature of the emergency. Be sure to describe specifically any special needs of people at the site of emergency. Stay on the phone and answer all of the questions to help ensure an efficient response. If necessary, Public Safety will notify the outside emergency responders and coordinate their response.*

*For more information, review [NCC Emergency Procedures](#). Then click on Emergency Procedures on the bottom of the page for access to specific procedures, as listed on the on the NCC Portal Quick Link section on the middle of the page.*



**30. What are the additional procedures when a person with a disability is present during an emergency?**

*People who are in need of assistance should not be left alone. Bring them to an area of safe refuge which is generally one of the stair landings or outside a landing vestibule. Call Public Safety (516) 572-7111 and provide the exact location in the building and the required assistance. The front desk will radio all of the responding units to the alarm of any person immediately needing to be evacuated if a building condition exists.*

*Public Safety officers are trained to utilize an Evacuation (EVAC) chair in the event a person with disabilities is in need of assistance during an evacuation. EVAC chairs are located around campus in various buildings and stair landings for quick use, as needed. Public Safety Officers responding to the alarm will search for anyone needing assistance in the building and also to make sure the building is clear of all occupants in all rooms.*

**VII. More Information/Resources**

**31. Whom do I contact if I have further questions about teaching a student with disabilities?**

*If you have any questions about teaching a student with a disability, contact the NCC Disabilities Services Coordinator or another counselor at the Center for Students with Disabilities (CSD). CSD is located in Building U and is open Monday through Friday from 9am to 4:45pm. Counselors there can be reached by phone (516) 572-7241 or email [the Center for Students with Disabilities \(CSD\) at csdoffice@ncc.edu](mailto:csdoffice@ncc.edu).*