

Introduction and Purpose

Access and Disability Services (ADS) is the office at McHenry County College (MCC) designated to provide reasonable accommodations for otherwise qualified students and community members with disabilities. A reasonable accommodation is a disability-related modification or adjustment to a course, program, activity, or facility that allows for equal access and opportunity. We partner with instructors, staff, student organizations, and community partners to make MCC an accessible and inclusive environment for all.

The purpose of this glossary is to provide a brief description of accommodations that are used at MCC. Accommodations are determined through the interactive process and are individualized to the person with a disability. When reading the glossary, consider:

- The glossary does not contain all available accommodations, nor does it include all the possible ways that an accommodation may be utilized by an individual in order to meet the needs of their disability.
- An individual is not required to use the accommodations that they have been approved for, but MCC is required to provide approved accommodations upon the individual's request. Students should notify their instructors about which accommodations they intend to use so that their instructors can implement those accommodations.
- In some circumstances, an accommodation would fundamentally alter a course's learning objectives or assessments. If an instructor is concerned about a fundamental alteration, they should reach out to Access and Disability Services to review the reasonableness of the modification, which may or may not be applicable in that situation.

Please contact Access and Disability Services at disabilityservices@mchenry.edu or 815-455-8766 with any questions.

Accommodations Descriptions

Ability to take stop-the-clock breaks during testing

Students may take short, stop-the-clock breaks during tests/quizzes to manage their disability. These breaks do not count as part of the testing time. Students are not allowed to access any information such as notes, books, or electronic devices during the break and are expected to follow MCC's policies regarding academic dishonesty (see [MCC's Student Code of Conduct](#)).

Access to bathroom during testing

Students may take bathroom breaks during tests/quizzes to manage their disability. These breaks do not count as part of the testing time. Students are not allowed to access any information such as notes, books, or electronic devices during the break and are expected to follow MCC's policies regarding academic dishonesty (see [MCC Student Code of Conduct](#)).

Access to food and drink during testing

Students may access and consume food or beverages during the test/quiz time to manage their disability. If there is a concern regarding the testing environment (such as a sterile lab environment), instructors are encouraged to contact Access and Disability Services and initiate a dialogue about reasonable alternatives.

Access to food or drink during class

Students may access and consume food or beverages during class to manage their disability. In situations where a student is in a classroom environment that prohibits this (such as a sterile lab environment), typically students may be excused to consume their food or beverage in the hall. If there is still a concern, instructors are encouraged to contact Access and Disability Services and initiate a dialogue about reasonable alternatives.

Access to medical device during class

Students may access their medical device during class to manage their disability. These devices could include, but are not limited to, cell phones, smart watches, tablets, and glucose monitors. For instance, a student with diabetes may check a phone app that displays their blood sugar levels. Students should notify their instructor that they may need to use a medical device in class to manage their disability, but they are not required to disclose the nature of their disability.

Access to medical device during testing

Students may access their medical device during tests/quizzes to manage their disability. These devices could include, but are not limited to, cell phones, smart watches, tablets, and glucose monitors. For instance, a student with diabetes may check a phone app that displays their blood sugar levels. Students should notify their instructor (or the test proctor) that they may need to use a medical device during testing to manage their disability, but they are not required to disclose the nature of their disability.

Students are not allowed to access any information unrelated to their disability management such as notes or websites and are expected to follow MCC's policies regarding academic dishonesty (see [MCC Student Code of Conduct](#)).

Accessibility aide

Access and Disability Services will provide the student with an accessibility aide, upon the student's request.

The accessibility aide's role is to perform the academic functions in the classroom or lab that the student is not able to perform based on the student's disability (for example, handling lab materials due to motor limitations, reading materials due to low vision, or writing information due to dexterity limitations). The student is responsible for understanding all academic functions that need to take place in the classroom or lab and for instructing the accessibility aide to act on the student's behalf. The accessibility aide does not contribute to the content of the course or teach course material to the student. The accessibility aide must follow all class and lab safety procedures under the direction and supervision of the course instructor.

An accessibility aide may be a student employee (who is not enrolled that semester in the same course as the student with a disability) or an Access and Disability Services employee. Instructors may add the accessibility aide as an observer in the Canvas course to provide access to educational materials.

Accessible course materials

Instructors will be contacted by Access and Disability Services with further instructions about the student's individual needs. Accessible course material requests may include, for example, enlarging all printed materials to a minimum font size, using certain colored markers on a dry erase board so a student can see the contrast, or captioning video materials. Access and Disability Services may also work with other offices on campus or external vendors to meet the student's needs.

Accessible desk/furniture

Access and Disability Services will provide the student with accessible furniture (for example, desk, table, or chair), upon request by the student.

Accessible digital content

The student requires all digital content to be converted into an accessible format so that the content can be read by assistive technology software. This will likely require working closely with Access and Disability Services and the Center for Teaching and Learning. It may take several weeks to create accessible digital content; as such, students with this accommodation are encouraged to register for classes well in advance of the semester start date.

Additional time to process information

The instructor must allow the student a reasonable amount of additional time to process information and respond to questions during class discussions and lectures.

Alternative test setting

The student is allowed to take tests/quizzes in an alternative testing location (MCC Testing Center). This accommodation is often granted in tandem with extended test time accommodations, so that these tests can be taken in a proctored environment outside of the classroom.

The student is responsible for notifying the instructor and scheduling with the MCC Testing Center in a timely manner before the test/quiz date (at least several days prior is recommended). An instructor may require the student to provide a reasonable amount of notice prior to a test/quiz date, so that the instructor has time to send the test/quiz to the Testing Center.

Please see Appendix A for more information.

Alternative to scantron

This accommodation allows the student to answer in-person test and quiz questions in a format different than scantron/bubbled forms. The most common alternative to scantron is that the student marks their answers directly onto a printed copy of the test.

Alternatives to group projects

The student is substantially limited in participating in group work due to their disability. Upon student request, the instructor shall provide the student with an alternative project/assignment or method of participation that would allow the student to demonstrate the same mastery of course material, which is being measured within the group work.

For example, the student could complete an independent project/assignment that achieves the same learning objectives, or the student could complete their portion of the group work virtually or asynchronously. The alternative should be determined between the instructor and the student; the student may also request that Access and Disability Services staff assist in facilitating this discussion.

If providing this accommodation would fundamentally alter the course's learning objectives, please contact Access and Disability Services for review of the reasonableness of the modification.

Alternatives to in-class presentations

The student is substantially limited in presenting in front of the class due to their disability. Upon student request, the instructor shall provide the student with an alternative method of presentation that would allow the student to demonstrate the same mastery of course material, which is being measured by the in-class presentation.

For example, the student could record the presentation and submit it for grading, or the student could give the presentation to the instructor one-on-one. The alternative method of presentation should be determined between the instructor and the student; the student may also request that Access and Disability Services staff assist in facilitating this discussion.

If providing this accommodation would fundamentally alter the course's learning objectives, please

contact Access and Disability Services for review of the reasonableness of the modification.

Amplified stethoscope

The student uses a specialized stethoscope to amplify sound, which will be loaned to the student by Access and Disability Services upon student request.

Assistive technology for spell check

The student is allowed to use assistive technology for spell checking (such as a spell-checker built into a word processor or a web-based program, or a spell-checking device) for graded in-class work, assignments, tests, and quizzes.

If providing this accommodation would fundamentally alter the course's learning objectives or assessments (for example, an anatomy course in which memorizing the proper spelling of body parts is a stated learning objective in the syllabus), please contact Access and Disability Services for review of the reasonableness of the modification.

Audio descriptions

When showing any visuals during a lecture, conducting any lab demonstrations, or writing on the board, the instructor must provide a verbal description of what is being visually shown.

Braille materials

The student needs written materials in Braille. The student must request Braille well in advance of the start of the semester so that Access and Disability Services can gather materials from the instructor and process the Braille conversions, which may require partnership with an external vendor. Access and Disability Services will reach out to the instructor to obtain course materials that require conversion to Braille.

Braille tests

The student needs test materials in Braille. The student must request Braille tests well in advance of the start of the semester so that Access and Disability Services can gather materials from the instructor and process the Braille conversions, which may require partnership with an external vendor. Access and Disability Services will reach out to the instructor to obtain test materials that require conversion to Braille.

Captioned videos

The student needs videos to be captioned. The student must request captioned videos well in advance of the start of the semester so that Access and Disability Services can gather videos from the instructor and process the captions, which may require partnership with an external vendor. Access and Disability Services will reach out to the instructor to obtain copies of the videos that require captioning.

Enlarged print for course materials

The instructor must provide course materials to the student in enlarged print font (typically size 18,

unless otherwise notified by Access and Disability Services or the student). If the instructor needs assistance in enlarging the class materials, the instructor should contact the MCC Center for Teaching and Learning.

Enlarged print for tests/quizzes

The instructor must provide the test/quiz to the student in enlarged print font (typically size 18, unless otherwise notified by Access and Disability Services or the student). If the instructor needs assistance in enlarging the tests/quizzes, the instructor should contact the MCC Center for Teaching and Learning.

E-text (textbooks in alternative formats)

The student may access their textbooks in an alternative format (typically, an e-book, which may be read aloud by software that is provided by Access and Disability Services upon student request). The student should complete the request form at least 2 weeks prior to the start of the semester, as Access and Disability Services must work with the publisher to obtain a copy of the e-book for the student. These conversions are handled by Access and Disability Services, not the instructor.

Please see Appendix H for more information.

Extended time for in-class reading assignments

Upon student request to the instructor, the student must be allowed extra time (typically, time and a half) when completing in-class reading assignments that will be assessed for a grade (for example, when students complete a reading in class and then take an in-class graded quiz on the material they just read). If the instructor is unable to provide extended time during that class session, then the student must be allowed to make up the work outside of class at a time agreed upon with the instructor. However, if the in-class reading assignment is ungraded, then the student may finish the reading after class on their own without instructor involvement.

This is not the same as flexibility with due dates (see below for a description of that accommodation).

Extended time for in-class writing assignments

Upon student request to the instructor, the student must be allowed extra time (typically, time-and-a-half) when completing in-class writing assignments that will be assessed for a grade (for example, when students complete a writing assignment in class, which they must turn in at the end of class for a grade). If the instructor is unable to provide extended time during that class session, then the student must be allowed to make up the work outside of class at a time agreed upon with the instructor. However, if the in-class writing assignment is ungraded, then the student may finish the writing after class on their own without instructor involvement.

This is not the same as flexibility with due dates (see below for a description of that accommodation).

Extended testing time 1.5x

Upon student request to the instructor, the student must be allowed extra time (time and a half) on

timed tests/quizzes. The extra time is added to the standard time provided to all students in the course. For example, if the class receives 60 minutes to take the test/quiz, then the student with this accommodation would receive 90 minutes to take the test/quiz.

This accommodation does not automatically change the due date of the test/quiz. The student is expected to complete the test/quiz by the same date as the rest of the class, unless otherwise agreed upon between the student and the instructor.

Please see Appendix A for more information.

Extended testing time 2.0x

Upon student request to the instructor, the student must be allowed extra time (double) on timed tests/quizzes. The extra time is added to the standard time provided to all students in the course. For example, if the class receives 60 minutes to take the test/quiz, then the student with this accommodation would receive 120 minutes to take the test/quiz.

This accommodation does not automatically change the due date of the test/quiz. The student is expected to complete the test/quiz by the same date as the rest of the class, unless otherwise agreed upon between the student and the instructor.

Please see Appendix A for more information.

Flexibility with due dates and attendance due to disability

This accommodation is for situations when a student's health condition is unpredictable and outside of their control, causing the student to miss class or a deadline unexpectedly due to a flare-up. These absences should be infrequent, such that they do not prevent the student from completing the course objectives.

The student must communicate with their instructor as soon as possible about their absence or missed deadline. The student must work with their instructor to create a plan to make up any assignments, in-class graded work, tests, and quizzes that they missed while utilizing this accommodation; alternatively, the student may ask Access and Disability Services to contact their instructors on their behalf to create a makeup plan.

Please see Appendix B for more information.

High contrast for written and presented materials

Access and Disability Services will contact the instructor directly regarding what contrast is required for course materials.

Late arrivals to class

The student must be allowed to arrive late to class due to their disability. The instructor must not penalize the student (for example, reduce attendance points) for being late to class. However, the

student is responsible for obtaining any missed information and for making up any missed work from the start of class.

Live captioning

Upon request, Access and Disability Services will facilitate communication access through live captions (real-time transcription) of on-campus or virtual class sessions or other MCC events.

In order to ensure that captionists are available, the student must make their request to Access and Disability Services as soon as possible (preferably at least 1 week before a one-time event and 1 month before the start of a semester).

Notetaker

This accommodation allows the student to obtain a copy of class notes using a variety of methods, which the student should discuss with their instructor. The instructor should not initiate the search for a peer notetaker until after the student asks the instructor to do so.

Please see Appendix D for more information.

Peanut/tree nut allergy – maintain a nut free classroom

Students who have allergies to peanuts or tree nuts may experience severe allergic reactions when encountering them. Upon student request to the instructor, the instructor must make an announcement in class at the beginning of the term and send an email or Canvas message to the entire class, for example:

“A student in this class has a [peanut and/or tree nut] allergy. Please do not bring or eat any [peanut and/or tree nut] products in this classroom.”

Preferential seating in the classroom

Upon student request to the instructor, the student must be allowed to choose where to sit in the classroom due to their disability. The student must communicate their seating needs to the instructor before, or as soon as possible after, the semester begins. The instructor must accommodate the student without informing the class about the student’s disability-related need for preferential seating.

Private testing

Upon request, the student must be allowed to take their tests/quizzes in a private room with a test proctor. Generally, this will take place in the MCC Testing Center. Alternatively, the instructor or another appropriate proctor (such as an Access and Disability Services employee) may privately proctor the test at an agreed-upon time and place.

The student is responsible for making a reservation with the MCC Testing Center and notifying the instructor in a timely manner before the test/quiz date. Students are recommended to notify their instructor and to schedule with the Testing Center at least several days prior to the test/quiz date. An

instructor may require a reasonable amount of notice prior to a test/quiz date.

This accommodation does not automatically change the due date of the test/quiz. The student is expected to complete the test/quiz by the same date as the rest of the class, unless otherwise agreed upon between the student and the instructor. Because this accommodation is dependent on the availability of a test proctor in the Testing Center, the student must plan ahead to request a private test appointment. If no private test appointments are available, the student must inform the Testing Center; if the Testing Center is still unable to provide an appointment before the due date, the student must inform their instructor and Access and Disability Services. Instructors are encouraged to provide flexibility on the due date if needed to align with the Testing Center's availability.

Please see Appendix A for more information.

Record lecture

The student must be allowed to record audio during class lectures using a device such as a phone, laptop, or digital recorder. Students are not permitted to take visual recordings without first obtaining the instructor's permission.

Please see Appendix E for more information.

Service animal

While an individual with a disability does not need an approved accommodation to bring their service animal to campus, this accommodation communicates to instructors that a student intends to have a service animal in class.

Please see the U.S. Department of Justice's guidance (found at <https://www.ada.gov/resources/service-animals-2010-requirements/>) for more information; a portion of that website is provided here for reference:

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special

identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

Sign language interpreter

Upon request, Access and Disability Services will facilitate communication access through sign language interpretation of on-campus or virtual class sessions or other MCC events.

Please see Appendix G for more information.

In order to ensure that interpreters are available, the student must make their request to Access and Disability Services as soon as possible (preferably at least 1 week before a one-time event and 1 month before the start of a semester).

Sign language interpreter during testing

Upon request, the student must be allowed to use a sign language interpreter for tests/quizzes which are presented audibly (for example, questions spoken aloud or audio/video clips played) or which require a spoken response from the student. Captioned media may provide an appropriate alternative to the audible presentation.

In order to ensure that a sign language interpreter is available for the test/quiz, the student must make that request to Access and Disability Services as soon as possible (preferably at least 1 week before the test/quiz).

If providing this accommodation would fundamentally alter the assessment, please contact Access and Disability Services for review of the reasonableness of the modification.

Speech-to-text software for in-class writing assignments

The student must be allowed to use a device equipped with speech-to-text software to record their responses to in-class writing assignments, rather than manually writing or typing the responses.

The student and the instructor should work together to determine how to implement this accommodation in a way that does not disrupt the rest of the class but also keeps the student with a disability integrated among their peers. For example, the student could speak quietly into a microphone at their usual seat or temporarily move to a different area of the classroom or the hallway during these assignments. Access and Disability Services has some assistive technology available for students to borrow upon request.

Student has medical protocol

In consultation with their medical provider, the student may develop a protocol related to a medical condition such as a food allergy, diabetes, or a seizure disorder. The student may share that protocol with their instructors, in order to inform their instructors on what constitutes a medical emergency for them and what to do in the event of a medical emergency.

Student may experience seizures

This accommodation alerts the instructor that the student may experience seizures. There are different types of seizures, which affect individuals differently. The student may choose to share additional information about their medical condition, but they are not required to.

Please see Appendix F for more information.

Student may need to sit/stand in class

In order to manage their disability, the student must be allowed to choose when to sit or stand at their desk or another designated area of the classroom that is agreed upon by the student and the instructor.

Student may take short breaks during class

In order to manage their disability, the student must be allowed to take short breaks to leave the classroom (or to turn off their camera and microphone in an online class). The instructor must not penalize the student (for example, reduce attendance points) for these breaks. However, the frequency and length of these breaks should not prevent the student from completing the course objectives. The student is responsible for obtaining any missed information and for making up any missed work during their breaks.

Student may use a mobility aid/device in class

The student must be allowed to use a mobility aid or device such as crutches or a scooter. The student must provide their own mobility aid or device.

Student may wear headphones or earbuds in class

In order to manage their disability, the student must be allowed to wear headphones or earbuds (which may be connected to a music player or other audio device) in class. However, the student must keep one ear open (without headphones/earbuds) in order to listen to the instructor and participate in class. Also, the student's music or other audio must be played quietly, such that it does not distract any other students or the instructor.

Student must not be randomly called upon in class

The student is substantially limited in verbally responding without advance notice, due to their disability. Rather than calling upon the student, the instructor must allow the student to volunteer verbal participation, as indicated by the student raising their hand. If class participation is graded, the student is responsible for voluntarily participating enough to meet the course's participation requirements. The student should review the course syllabus or ask the instructor if they are unsure of the participation requirements.

If providing this accommodation would fundamentally alter the course's learning objectives, please contact the Access and Disability Services office for review of the reasonableness of the modification.

Test reader

Upon request, the student must be allowed to have the content of a test/quiz read aloud to them. Generally, this will take place in the MCC Testing Center with a test proctor. Alternatively, the instructor or another appropriate proctor (such as an Access and Disability Services employee) may read the test/quiz to the student. Test proctors must read test instructions, questions, and answer options verbatim; they may not reword questions, define terminology, or provide any additional information.

The student is responsible for making a reservation with the MCC Testing Center and notifying the instructor in a timely manner before the test/quiz date. Students are recommended to notify their instructor and to schedule with the Testing Center at least several days prior to the test/quiz date. An instructor may require a reasonable amount of notice prior to a test/quiz date.

This accommodation does not automatically change the due date of the test/quiz. The student is expected to complete the test/quiz by the same date as the rest of the class, unless otherwise agreed upon between the student and the instructor. Because this accommodation is dependent on the availability of a test proctor in the Testing Center, the student must plan ahead to request a test reader appointment. If no test reader appointments are available, the student must inform the Testing Center; if the Testing Center is still unable to provide an appointment before the due date, the student must inform their instructor and Access and Disability Services. Instructors are encouraged to provide flexibility on the due date if needed to align with the Testing Center's availability.

Please see Appendix A for more information.

Test scribe

Upon request, the student must be allowed to provide their test/quiz answers verbally to a scribe who will write or otherwise record the answers. Generally, this will take place in the MCC Testing Center with a test proctor. Alternatively, the instructor or another appropriate proctor (such as an Access and Disability Services employee) may scribe for the student. Test proctors must record the student's answers verbatim; they may not alter the student's answers or prompt the student to alter their answers in any way.

The student is responsible for making a reservation with the MCC Testing Center and notifying the instructor in a timely manner before the test/quiz date. Students are recommended to notify their instructor and to schedule with the Testing Center at least several days prior to the test/quiz date. An instructor may require a reasonable amount of notice prior to a test/quiz date.

This accommodation does not automatically change the due date of the test/quiz. The student is expected to complete the test/quiz by the same date as the rest of the class, unless otherwise agreed upon between the student and the instructor. Because this accommodation is dependent on the availability of a test scribe in the Testing Center, the student must plan ahead to request a test scribe appointment. If no test scribe appointments are available, the student must inform the Testing Center; if the Testing Center is still unable to provide an appointment before the due date, the student must

inform their instructor and Access and Disability Services. Instructors are encouraged to provide flexibility on the due date if needed to align with the Testing Center's availability.

Please see Appendix A for more information.

Use of assistive technology during class

Due to their disability, the student must be allowed to use assistive technology devices to have equal access to content or communication in the classroom. Access and Disability Services has some assistive technology available for students to borrow upon request.

Use of assistive technology during testing

Due to their disability, the student must be allowed to use assistive technology devices to have equal access to the test/quiz content, the testing environment, or communication with the proctor. Students are not allowed to use their devices for any purpose unrelated to their disability and are expected to follow MCC's policies regarding academic dishonesty (see [MCC Student Code of Conduct](#)). Access and Disability Services has some assistive technology available for students to borrow upon request.

Use of calculator

The student must be allowed to use a basic four-function calculator in class and on tests/quizzes. However, this accommodation does not apply when the material being taught or the learning being assessed is how to perform basic calculations without a calculator.

If providing this accommodation would fundamentally alter the course's learning objectives or assessments, please contact Access and Disability Services for review of the reasonableness of the modification.

Use of communication device

The student must be allowed to utilize technology for verbal participation in class and on any portion of a test/quiz requiring verbal speech. The student must be allowed a reasonable amount of additional time to ask questions, respond, or comment in class. Technology may include dedicated speech-generating devices or use of a text-to-speech app on a laptop, tablet, or phone.

Use of computer during class

The student must be allowed to use a computer or tablet for in-class writing tasks, including notetaking and typing responses to writing assignments. The student and the instructor should discuss how the student will turn in graded in-class writing assignments (for example, by email, Canvas message, or a printed copy delivered to the instructor).

Use of computer for written responses during testing

The student must be allowed to use a computer or tablet to record their responses to short answer and essay questions on tests/quizzes. Recording methods may include typing in a word processor or using speech-to-text technology. Students are not allowed to use their devices for any purpose unrelated to

their disability and are expected to follow MCC's policies regarding academic dishonesty (see [MCC Student Code of Conduct](#)). Access and Disability Services has some assistive technology available for students to borrow upon request.

Use of fidgets during class

The student must be allowed to use small, hand-held, and non-disruptive fidgets to assist with focus and regulation in the classroom.

Use of fidgets during testing

The student must be allowed to use small, hand-held, and non-disruptive fidgets to assist with focus and regulation during testing.

Use of FM system

The student must be allowed to use an FM (frequency modulated) system or another assistive listening device to amplify sounds and audio input. The student will provide their own device or may borrow a device from Access and Disability Services.

Instructors: Please wear the microphone around your neck or clip it toward the top of your shirt, with the wire draped downward (not wrapped around the device). Return the microphone to the student after every class.

Use of magnification device during class

The student must be allowed to use a magnification device to view classroom materials.

Use of magnification device during testing

The student must be allowed to use a magnification device to view test/quiz materials.

Use of memory aid during testing

Upon request to the instructor, the student must be allowed to use an instructor-approved memory aid during tests/quizzes. The student and the instructor must carefully review and follow the Memory Aid Instructions.

Please see Appendix C for more information.

If providing this accommodation would fundamentally alter the assessment, please contact Access and Disability Services for review of the reasonableness of the modification.

Use of scratch paper during testing

The student must be allowed to use a blank piece of scratch paper to take notes or work through questions during testing. The student must return the scratch paper to the instructor or test proctor at the end of the test/quiz.

Use of screen magnification software during class

The student must be allowed to use screen magnification software (for example, ZoomText) on a personal laptop or tablet in the classroom.

Use of screen magnification software during testing

The student must be allowed to use screen magnification software (for example, ZoomText) on an MCC-issued laptop (or, if proctored by an MCC employee, on a personal laptop) when taking a test/quiz.

Use of screen reading software during class

The student must be allowed to use screen reading software (for example, JAWS) on a personal laptop or tablet in the classroom.

Use of screen reading software during testing

The student must be allowed to use screen reading software (for example, JAWS) on an MCC-issued laptop (or, if proctored by an MCC employee, on a personal laptop) when taking a test/quiz.

Wheelchair access

Students who use a wheelchair require adequate clearance and physical accessibility to all spaces on campus, including classrooms. If a student or an instructor has any questions or concerns about physical accessibility, they should contact Access and Disability Services, which works in collaboration with MCC Facilities.

Appendix A: Accommodated Testing Instructions for Students

How your testing accommodations are implemented depends on where and how you are taking your exams (tests or quizzes). Please read the applicable category or categories below.

Extended Test Time

Canvas/At Home Exams

When taking your exam on Canvas or through another learning portal (for example, McGraw Hill):

1. Ask the instructor to extend your time through Canvas or the learning portal.
2. Take your exam once you see that the time is extended.

In Person/On Campus Exams

1. Several days in advance, inform your instructor that you plan to use your extended time accommodation in the Testing Center.
2. Schedule a testing appointment with the Testing Center:
 - a. Go to www.mchenry.edu/testingcenter
 - b. Click on “Schedule a Test”
 - c. For step 1, select “Access & Disability Exams– Extra Time, Test Reading, or Private Room”
 - d. For step 2, select “Extended Test Time–ADS students only”
 - e. For step 3, select “Course Exams–Testing Center–ADS students only”
 - f. Read the information in step 4
 - g. Select an exam date and time in steps 5 and 6
 - h. Fill out your information in step 7
 - i. Read and agree to the information in step 8
 - j. Select “Add to cart”
 - k. Select “Complete registration” (then you will receive an email confirmation)
3. Go to the Testing Center at your scheduled date/time and bring:
 - a. Your photo ID (MCC student ID, driver’s license, state ID, etc.)
 - b. Your MCC username and password (if using Canvas or doing math placement)
 - c. Calculator (if your instructor permits calculators, or for math placement)

Test Reader

Canvas/At Home Exams

If you need a test reader when taking your exam on Canvas or through another learning portal (for example, McGraw Hill), there are multiple options:

1. Schedule an in-person test reader appointment with the Testing Center (see below)
2. Use the Immersive Reader button in Canvas
3. Use other test reading software such as Kurzweil (contact Access and Disability Services at disabilityservices@mchenry.edu if you need a Kurzweil account)
4. If these three options do not meet the needs of your disability, inform your instructor and Access and Disability Services, who will work together to find a solution.

In Person/On Campus Exams

1. Several days in advance, inform your instructor that you plan to use your test reader accommodation in the Testing Center.
2. Schedule a testing appointment with the Testing Center:
 - a. Go to www.mchenry.edu/testingcenter
 - b. Click on “Schedule a Test”
 - c. For step 1, select “Access & Disability Exams– Extra Time, Test Reading, or Private Room”
 - d. For step 2, select “Test Reader Appointment or Private Testing”
 - e. For step 3, select a 1, 2, or 3 hour test reader appointment
 - f. Read the information in step 4
 - g. Select an exam date and time in steps 5 and 6
 - h. Fill out your information in step 7
 - i. Select “Add to cart”
 - j. Select “Complete registration” (then you will receive an email confirmation)
3. Go to the Testing Center at your scheduled date/time and bring:
 - a. Your photo ID (MCC student ID, driver’s license, state ID, etc.)
 - b. Your MCC username and password (if using Canvas or doing math placement)
 - c. Calculator (if your instructor permits calculators, or for math placement)

Private Testing

In Person/On Campus Exams

1. Several days in advance, inform your instructor that you plan to use your private testing accommodation in the Testing Center.
2. Schedule a testing appointment with the Testing Center:
 - a. Go to www.mchenry.edu/testingcenter
 - b. Click on “Schedule a Test”
 - c. For step 1, select “Access & Disability Exams– Extra Time, Test Reading, or Private Room”
 - d. For step 2, select “Test Reader Appointment or Private Testing”
 - e. For step 3, select a 1, 2, or 3 hour private room appointment
 - f. Read the information in step 4
 - g. Select an exam date and time in steps 5 and 6
 - h. Fill out your information in step 7
 - i. Select “Add to cart”
 - j. Select “Complete registration” (then you will receive an email confirmation)
3. Go to the Testing Center at your scheduled date/time and bring:
 - a. Your photo ID (MCC student ID, driver’s license, state ID, etc.)
 - b. Your MCC username and password (if using Canvas or doing math placement)
 - c. Calculator (if your instructor permits calculators, or for math placement)

Appendix B: Flexibility Accommodation

The flexibility with due dates and attendance due to disability accommodation is for situations in which a student's health conditions are unpredictable and outside of their control, causing the student to miss class or a deadline unexpectedly due to flare-ups. These absences should be infrequent, such that they do not prevent the student from completing the course objectives. Also, flexibility does *not* mean that the student automatically gets an extension on every assignment or the ability to skip classes for any reason; this accommodation must only be used for situations when the student's disability unexpectedly prevents them from attending class or meeting a deadline. When that happens, the student cannot be penalized for having missed class or the due date, as it was their disability that caused it.

In order to use this accommodation, the student is responsible for:

- Talking with the instructor ahead of time (preferably at or before the start of the semester) about how and when they will inform the instructor if they need to miss class or a deadline
- Informing the instructor when their need to miss class or a deadline arises
 - The student should inform the instructor as soon as possible (preferably before the missed class/deadline, but sometimes it may be afterward, if the medical issue prevents them from contacting the instructor before).
- Working with the instructor (by themselves or with facilitation by Access and Disability Services) to come up with a reasonable timeframe for making up any missed tests, quizzes, and graded in-class assignments, as well as for turning in any homework that was due on the missed class day
- Completing missed work within the timeframe that the instructor and student agree upon
- Getting missed notes from a classmate
- Keeping up with the class and continuing to meet the course objectives

The amount of time the student has to make up the missed work should be reasonably related to the amount of time the student's disability prevented them from studying, working on the assignment, and/or attending class. For example, if a student's flare-up affected them for two days, then it would be reasonable to give the student two or three days to make up the work (this is not a hard-and-fast rule, just an example). Students and instructors may work together to come up with a plan for making up missed work, but either can reach out to Access and Disability Services for assistance in facilitating this discussion.

If the instructor becomes concerned about the frequency or timing of a student's flexibility requests, they should contact Access and Disability Services. Likewise, if the student's disability is flaring up frequently and impacting their progress in the class, they should contact Access and Disability Services. Access and Disability Services can work with the student to find out more about their medical condition, including verifying the disability-related absences, and refer them to additional resources for support.

Appendix C: Memory Aid Accommodation

The memory aid accommodation is approved by Access and Disability Services in rare situations in which a student's disability causes memory deficits that can be overcome using cues to recall information. A memory aid or cue sheet enables the student to access information that the student has learned but is significantly limited in retrieving due to their disability, thereby providing the student an equal opportunity to demonstrate their knowledge of the course material during testing.

What is a Memory Aid?

A memory aid is a visual tool used to cue or "trigger" a larger body of information that a student has studied and retained, but that they have difficulty recalling due to cognitive processing deficits associated with memory. The memory aid allows the student to demonstrate knowledge of course material using cues that prompt recall, *not* by providing the answer. The memory aid would not be useful to a student who does not already know and understand the information being prompted. Thus, the memory aid should not fundamentally alter course standards or requirements by which academic performance is assessed, as students are still expected to have learned the course material.

Student's Responsibilities

The student is responsible for identifying material that may require cueing to recall later, developing what cues are written on the memory aid, and timely requesting their instructor's approval of the memory aid.

Typically, students may hand write or type the information in standard font size (12-point font) on a large index card; students with vision disabilities may hand write or type in enlarged font size (18- point font) on a standard piece of paper (8 ½ x 11").

Students must *not* include all the facts, answers, or formulas being tested or complete terms and definitions on the memory aid. Instead, students should include mnemonics to trigger their recall of the information. Depending on instructor discretion, the memory aid may or may not include the following types of cues:

- Acronyms
- Names
- Short phrases
- Definitions
- Pictures
- Tables
- Schematic diagrams
- Sample questions
- Formulas
- Key terms/word charts

Instructor's Responsibilities

The instructor is responsible for reviewing the memory aid to verify that it does not fundamentally alter the course's learning objectives or the assessment. For example, if the test/quiz requires students to define key terms, then complete terms and definitions may not be recorded on the student's memory aid. Or, if the test/quiz requires students to write formulas on the exam/quiz, then formulas may not be recorded on the student's memory aid; however, if the exam/quiz is assessing students' application of formulas, then formulas may be recorded on the memory aid.

The instructor may require a reasonable amount of advance notice before a test/quiz.

Process for Using the Memory Aid Accommodation

1. The student informs their instructor that they plan to use this accommodation and asks how much advance notice the instructor requires to review a proposed memory aid.
2. The student prepares the proposed memory aid and provides it to the instructor for review in advance of test/quiz date.
3. The instructor reviews the proposed memory aid.
 - a. If the memory aid does not fundamentally alter the course's learning objectives or assessments, the instructor returns the approved memory aid to the student before the test/quiz.
 - b. If the memory aid causes a fundamental alteration, the instructor tells the student which parts are not acceptable and why.
 - i. If the student disagrees with the instructor's decision, they must inform Access and Disability Services as soon as possible.
 - ii. If the student agrees with the instructor's decision, the student may black out the unacceptable parts with a marker, rewrite the memory aid without those parts, or delete those parts and reprint the memory aid. The student must present the revised memory aid to the instructor for approval before using it on the test/quiz.
4. For students who are using their alternative test setting or private testing accommodation, the instructor must:
 - a. Sign their name on the approved memory aid,
 - b. Write on the Testing Center form that the attached memory aid may be used by the student for the test/quiz, and
 - c. Attach the memory aid to the Testing Center form along with the test/quiz.
5. The student takes the test/quiz using the memory aid; they are not allowed to use any other notes, books, or course materials beyond what the rest of the class is allowed to use.
6. The Testing Center returns the test/quiz and the memory aid to the instructor.

Appendix D: Notetaker Accommodation

A notetaker provides students an equal opportunity to access their courses when their disability substantially limits them from effectively taking class notes on their own. For example, a notetaker could be needed due to a student's physical disability that causes fatigue or pain when writing for an extended time, mental disability that impacts concentration and focus, or learning disability that affects cognitive processing of spoken words. When and how a student utilizes the notetaker accommodation is based on the student's learning needs, the course structure (for example, what notes are already provided by the instructor), and the course delivery method (for example, online versus in person).

Some students are also approved for a record lecture accommodation, and they can decide whether to use one or both accommodations in class, depending on what works best for their disability.

Notetaker Options

1. Faculty Notes
 - a. Instructors may provide PowerPoint class slides or lecture outlines. For some students, this is sufficient.
 - b. Instructors are encouraged to share these resources with the entire class, which helps all students, in furtherance of Universal Design for Learning.
2. Captioned Video-Recorded Lectures
 - a. Instructors may post video recordings of their lectures, allowing students the opportunity to replay the lectures and supplement their initial notes.
 - b. Captioning videos is helpful for students with and without disabilities. Faculty can contact MCC's Center for Teaching & Learning for assistance with captioning.
3. Peer Notetaker
 - a. If the methods above are not available or do not meet the student's needs, Access and Disability Services will pay a stipend to a peer in the class, who will provide a copy of their notes to the student. See below for detailed process.
4. Glean App
 - a. Glean is a note taking technology that captures real-time lecture material in class. Some of its key features include:
 - Recording lectures and converting into a written transcript
 - Importing presentation slides
 - Sorting and organizing notes by class or lecture
 - Using annotations to take quick notes with reduced distractions
 - Accessing notes offline
 - Printing notes and transcripts
 - b. Access and Disability Services has a limited number of Glean licenses available at no cost to students. You can review these short videos to learn more about the tool and its features: [The Glean Skills Portal: Become a better learner | Glean](#). If

you are interested in trying Glean, contact Access and Disability Services for more information.

- If you receive a license for Glean, you are strongly encouraged to sign up for a training session, available through the Glean website. Access and Disability Services will provide additional details.

Peer Notetaker Process

1. The student should ask their instructor for faculty notes or video-recorded lectures, if those resources are not already available on Canvas, and attend at least one class session to determine if a peer notetaker, recording device, or Glean app will be needed.
2. The student may find their own notetaker by asking a classmate.
3. If the student needs help recruiting a notetaker, they can ask the instructor to help. The student must inform their instructor whether the instructor can connect them directly to their notetaker or whether they want to remain anonymous to their notetaker.
 - a. The instructor should make an announcement in class or via Canvas. The instructor must not disclose the name of the student to the entire class, regardless of whether the student is willing to directly connect with the notetaker upon recruitment.
Sample announcement:
"Access and Disability Services is recruiting a paid note-taker for this class. You'll provide a copy of your class notes to a classmate for the duration of this course, and you will receive a stipend based on the number of credit hours for the course. No extra work or time outside of class is required. Please let me know after class if you are interested."
4. Whoever finds/recruits the peer notetaker (that is, the student or the instructor) will inform the notetaker to contact Access and Disability Services by visiting A256 or emailing disabilityservices@mchenry.edu. Access and Disability Services will provide notetaking guidance, and the notetaker will complete the necessary paperwork to receive the stipend (which is paid after the semester is over).
 - a. The notetaker may provide notes to multiple students with this accommodation in the same class, and the notetaker will receive a 50% increased stipend.
5. After each class that the student attends, the notetaker will give the student a copy of their notes electronically, as a photocopy, or on carbonless paper.
 - a. Access and Disability Services can make photocopies and provide carbonless copy paper at no cost in A256.
 - b. The notetaker is not required to, but may choose to, provide notes to the student if the student did not attend a class.
 - c. The notetaker is responsible for obtaining the notes from another peer and sharing them with the student, if the notetaker misses a class.
 - d. If the student wants to remain anonymous, the instructor must inform the notetaker who to give the notes to (either the instructor or Access and Disability Services, which will pass them along to the student).

6. The instructor should periodically review the notes for accuracy and comprehensiveness.
7. The student and the instructor should contact ADS as soon as possible if there are any issues with the notetaker that they cannot resolve (for example, no one volunteers as a notetaker, the notetaker drops the class, or the notetaker is providing poor quality notes).

Appendix E: Record Lecture Accommodation

Students with certain disabilities are substantially limited with staying focused during long lectures, processing extensive information delivered orally, and simultaneously taking notes. These students may require a recording of class lectures in order to have equal access to the course. When and how a student utilizes this accommodation is based on the student's needs, the course structure (for example, what recordings are already provided by the instructor), and the course delivery method (for example, online versus in person).

Some students are also approved for a notetaker accommodation, and they can decide whether to use one or both accommodations in class, depending on what works best for their disability.

Record Lecture Methods/Options

1. Flexible online course
 - a. There should be no need to utilize this accommodation, as lectures are already pre-recorded.
2. Scheduled online course
 - a. The student should ask the instructor to record the online class meetings and provide the recordings to the student.
3. In-person course
 - a. The student may use their own technology (for example, laptop, tablet, phone, recording device, or smart pen) or borrow technology from Access and Disability Services to record lectures.
 - i. There are a variety of free recording apps. This list is not exhaustive, nor does it endorse any particular app, but some examples include:
 1. Evernote (Android, Windows, iOS, Mac)
 2. QuickTime (iOS, Mac)
 3. Rev Voice Recorder (Android, iOS)
 4. Voice Memos (iOS, Mac)
 5. Voice Recorder (Android, Windows)
 - ii. Access and Disability Services loans smart pens and other recording devices on a first-come, first-served basis, which are checked out semesterly.
 - b. Glean App
 - i. Glean is a note taking technology that captures real-time lecture material in class. Some of its key features include:
 1. Recording lectures and converting into a written transcript
 2. Importing presentation slides
 3. Sorting and organizing notes by class or lecture
 4. Using annotations to take quick notes with reduced distractions
 5. Accessing notes offline
 6. Printing notes and transcripts
 - ii. Access and Disability Services has a limited number of Glean licenses

available at no cost to students. You can review these short videos to learn more about the tool and its features:

[The Glean Skills Portal: Become a Better Learner](#). If you are interested in trying Glean, contact Access and Disability Services for more information.

1. If you receive a license for Glean, you are strongly encouraged to sign up for a training session, available through the Glean website. Access and Disability Services will provide additional details.
4. Hybrid course: Refer to the options above that apply to the course.

Record Lecture Process

1. If the student wants to borrow a recording device or request a Glean license, they should reach out to Access and Disability Services before the technology is needed (typically, at least 1 week in advance).
2. Before they begin any recordings, the student must inform the instructor that they plan to use this accommodation. The student and the instructor will coordinate any necessary classroom logistics (for example, access to an electrical outlet or seating near the instructor).

Appendix F: Seizure Protocol

Students with seizure disorders are encouraged to describe to their instructors how their seizures look and what they want to happen if a seizure occurs. There are different types of seizures, and they can affect different people in different ways. Not all seizures cause convulsions or loss of consciousness.

Physical characteristics of seizures may include:

- Difficulty talking, may stop talking midsentence, speech may not make sense
- Drooling, inability to swallow
- Repeated blinking of eyes, strange eye movements, staring
- Lack of movement or muscle tone, inability to move, loss of tone in neck and head may drop forward, loss of muscle tone in body and person may slump or fall forward
- Repeated non-purposeful movements which involve the face, arms, or legs, such as lip smacking or chewing movements or repeated movements of hands like wringing, playing with buttons or objects in hands, or waving
- Appearance of daydreaming or inattentive behaviors

If a student has a seizure that lasts more than a few moments or renders them unconscious, the instructor should follow the following procedure:

1. Call Campus Police at 815-455-8733 (8733 from campus phones) or 911.
2. Ask assistance from the class to clear the area of desks, chairs, and tables.
3. If possible, place a folded sweater, coat, or sweatshirt under the student's head.
4. Note the exact time the seizure started.
5. Keep calm. Reassure the class that the student having the seizure will be okay.
6. Do not place anything in the student's mouth. Never force anything hard between the teeth of a person having a seizure.
7. Do not attempt to restrain or revive the student. Awakening should be voluntary.
8. Be reassuring – the student may be embarrassed or uncomfortable when consciousness is regained after a seizure.
9. If the seizure ends and the student feels okay, they may continue with class. If the student feels exhausted, Campus Police may call a family member to drive the student home or call for an ambulance response if needed.

Appendix G: Sign Language Interpreter Guide for Instructors

Deaf and hard of hearing individuals¹ use a variety of methods to communicate, and some require a sign language interpreter. Sign language interpreters are skilled professionals who are bound by a code of ethics to accurately convey meaning between spoken and signed language. In order to interpret in college classes, they must pass a proficiency test and be licensed at a certain level by the State of Illinois.

Sign language interpreters may work solo, but longer interpretations – especially those that are lecture-heavy – will generally require a team of two who take turns every 20 minutes or so. The interpreter(s) will sit near the student and the instructor, where they can easily see and hear both; you should work together to determine the location that works best for everyone. They will interpret, in real time, what the instructor or the other students say into sign language for the Deaf student. They may voice the Deaf student’s signed questions or comments out loud, or the Deaf student may speak aloud for themselves. An interpreter may ask someone to repeat or slow down, if needed.

Here are some tips for you as an instructor:

1. Directly address the Deaf student when you speak, just as you would any other student; do not ask the interpreter to “tell him/her/them...” Also, keep eye contact with the Deaf student, not the interpreter, when speaking to the student. The student will turn to look between the interpreter and you as needed.
2. Do not ask the interpreter to participate in activities or act as a classroom aide, as their role is solely to provide communication assistance for the Deaf student.
3. The interpreter will be slightly behind the speaker, so give the interpreter time to finish interpreting when you ask a question or invite discussion so that the Deaf student will have the same opportunity as the rest of the class to respond. You can also consider calling on students to ensure that all students have a chance to participate.
4. Remind students in the class to speak one at a time. When there are several people talking at once, it is difficult for the interpreter to follow and interpret what is being said.
5. When asking students to read or study written material in class (such as a printed handout or a chart on the screen), provide extra time, as the Deaf student must finish watching the interpreted speech, then read the written material, and then go back to watching the interpreter; this causes a time delay for the Deaf student.
6. Dim the lights rather than completely darken the room when showing a video or slideshow, so

¹ Individuals with hearing disabilities may refer to themselves as Deaf, deaf, or hard of hearing. “Deaf” refers to those who identify with the Deaf culture and community, and “deaf” refers to those with severe hearing loss. “Hard of hearing” refers to those with mild to moderate hearing loss. Please refrain from saying “hearing impaired” or “hearing impairment,” which is considered offensive in the Deaf community. Identity and labels are personal, but these are generally accepted definitions of these terms.

that the Deaf student can still see the interpreter. Another option is to keep a lamp on the interpreter. If you show any videos in class, turn on the closed captions so that the Deaf student can read the words instead of trying to simultaneously watch the video and the interpreter's signs. If the videos are not already captioned, send them to the MCC Center for Teaching and Learning (lsadmin@mchenry.edu), and they will add captions for you.

7. If you use PowerPoint slides or other digital materials in class, upload them to Canvas ahead of time. Many interpreters prefer to look through the materials before class to familiarize themselves with any new terminology and the topics for that class.
 - a. The interpreters will access Canvas using the generic account for Access and Disability Services called "mccstudent." Please follow the directions in this video to add "mccstudent" as an observer to your Canvas course:
<https://mchenry.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=35ac95cd-0414-4fe7-8c13-af0301636041>.
8. If you plan to cancel class, please inform the Director of Access and Disability Services via email as soon as possible. Interpreters may charge MCC for their services unless we give them up to two full business days' notice of cancellation. (For example, if you plan to cancel Monday's class, we would need to know by the previous Wednesday afternoon in order to cancel without being charged.) We completely understand that some cancellations are last-minute, such as if you become sick. But, for those times that you know you will be cancelling class, we appreciate if you can notify us right away.
9. Occasionally an interpreter will tell us that they are unavailable on a certain day or that they are sick. In that case, we will try to arrange for a sub. If we are unable to find a sub, then we will determine a backup plan with the Deaf student, the other interpreter, and you. We will also provide and set up any necessary equipment. Options include:
 - a. *Video Remote Interpreting*: real-time sign language interpreting provided by a remote interpreter that the Deaf student views on a laptop or tablet in the classroom
 - b. *Communication Access Real-Time Translation (CART) or Typewell*: real-time captioning of what is being said in the classroom, provided by a remote or in-person transcriptionist; captions are viewed on a laptop or tablet by the Deaf student in the classroom
 - c. *Record and caption*: the class is video-recorded and captioned for the Deaf student to view afterward; in this case, the Deaf student may choose not to attend class, and they must not be penalized for non-attendance, but they may be required to make up any in-class graded assignments

Please contact Access and Disability Services if you have any questions or if you have any concerns about a sign language interpreter's performance or behavior in your classroom. We expect that interpreters will act in a professional manner that enhances the teaching and learning experience for everyone. Overall, we have had excellent experiences with our interpreters, and we are always here to help address any issue that may arise.

Appendix H: Procedure for Students to Request E-Text (Textbooks in Alternative Formats)

1. View which textbooks are required or recommended for your courses here:
https://mccbookstore.mchenry.edu/buy_textbooks.asp
2. If possible, purchase or rent an electronic version of the book (e-book or PDF). Then you will be able to use the screen reader that is automatically provided in the electronic book software.
3. If electronic book options are unavailable, or if you need a hard copy in addition to the electronic copy, purchase or rent a hard copy of the textbook. Then complete the Textbooks in Alternative Formats Request Form, including uploading proof of purchase or rental:
https://cm.maxient.com/reportingform.php?McHenryCC&layout_id=23.

You must complete this request form and upload proof of purchase or rental for Access and Disability Services to provide you an electronic version of your textbooks. Please begin this process early, as the process can take up to several weeks, depending on the book publisher.

4. Once Access and Disability Services receives an electronic copy of the textbook, the PDF files will be uploaded to your Kurzweil 3000 account, and you will be notified via email. In the rare circumstance that the book publisher is unable to provide a textbook in an alternative format, Access and Disability Services will work with you to come up with a solution.
5. If this is your first semester utilizing this accommodation, Access and Disability Services will also email you a Kurzweil instruction sheet and your Kurzweil log-in information, and we will offer you training on how to use this software.
6. Contact Access and Disability Services with any questions.