ROUGHLY EDITED FILE

MOBILITY INTERNATIONAL USA – MIUSA

Accessible International Student Orientations

November 22, 2021

2:00 p.m. ET

Remote CART Captioning Provided By:

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>> ASHLEY HOLBEN: So, Jessica, let me get this recording. And, Justice, would you please turn your video off just for the time being?

>> MONICA MALHOTRA: Do you want Justice to tilt his camera first? Justice, this is Monica, if you want to move your camera down a little, it's cutting off the top of your head. There you go. Perfect.

>> ASHLEY HOLBEN: Looks good. Thank you. Yeah, and so we'll bring you back ‑‑ we'll just have you turn, deactivate your microphone and video for the time being and then we'll bring you back after Zeynep.

# **Jessica**

>> ASHLEY HOLBEN: Hi, everyone, and welcome to our video series on international student orientations and making them accessible and inclusive for students specifically, students with disabilities. My name's Ashley Holben and I'm presenting here from mobility ‑‑ my name is Ashley Holben and I'm presenting from Mobility International USA, MIUSA, where I work on a project called the National Clearinghouse on Disability and Exchange. We want to talk about this topic of international student orientations because they happen at U.S. institutions all across the country, as a way to introduce students to their new host community and host environment so we want to make sure that our students with disabilities who are part of those international students communities, are they getting the information they need to thrive in their new host community and new host environment at the U.S. institutions. So we've invited a few different presenters here today. Some of them will talk about international student orientations in the context of higher education, while others will talk about international student orientations at the secondary school level and speaking of which I'm really pleased to welcome Jessica Bansen, my colleague at MIUSA here on this call today. Jessica, can you start by just briefly introducing yourself? And then we'd love for you to just go right into it and dive in as far as what is it that you do around international student orientations, and how do you make them ‑‑ how do you design them specifically with students with disabilities in mind that other international student advisers can maybe take some lessons away from.

So I'll hand it over to you, Jessica, thank you.

>> JESSICA BANSEN: Thank you, Ashley. So my name is Jessica Bansen and I am a program Specialist at MIUSA and I work specifically with our youth exchange programs. And so at MIUSA, we work with two high school exchange student programs, one is the Future Leaders Exchange or the FLEX program. The other program for high school age students is the Kennedy‑Lugar Youth Exchange and Study or YES program. Both of those high school exchange programs are sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs and they're administered by American Councils. What MIUSA does is we lead the orientation component for FLEX and YES students with disabilities. We also provide support and technical assistance while those students are in the U.S. if anything comes up or there is some resources and information disability‑related that's needed.

MIUSA also leads a prep workshop for University and college students called the year of exchange in America for Russians or the YEAR program, and MIUSA, in addition to these three main programs that I work with, we also provide orientation to any inbound exchange participants with disabilities, and they could be part of a group or on an individual basis. So as students arrive in the U.S. or as groups arrive in the U.S., we lead what we call a preparatory workshop for students with disabilities. So this is in addition to all the program orientations, so the MIUSA preparatory workshop does not replace anything but it adds to the orientation specifically for students with disabilities. So students with disabilities from these three programs come to Eugene, typically at the start of their exchange year, and they're in Eugene Oregon for a six‑day orientation. And what this preparatory workshop just for students with disabilities, one of the greatest benefits is that it allows people with disabilities to gain information, skills, and comfort through knowing kind of what lies ahead for their exchange year in the U.S. In terms of our goals of the prep workshop, what we like to think about is Disability 101, so the idea that it's okay to talk about disabilities in the U.S. A lot of these students come from countries or places where it's not okay, where hiding your disability is important and it's a necessity.

Students get to learn about their rights in the U.S. as a person with a disability and they learn about U.S. laws. They also learn key disability related vocabulary such as inclusion, accommodations, access, and they get ‑‑ we get to demonstrate and they get to experience first‑hand what it means when we talk about inclusion or accommodations for access.

Another huge benefit of the MIUSA prep workshop is that students with disabilities get to interact with other students with disabilities. And what that does is it helps normalize disability through open and direct discussion so our preparatory orientations are cross‑disability. Students who are visually impaired, students with physical disabilities, students who are hard of hearing or deaf, so just a whole gamut of disabilities.

Many students have never met other students with disabilities, and so by bringing them together, there's a sense of shared experience during their orientation. It gives them the opportunity to share their concerns or worries about their time in the U.S. as a student with a disability. It also gives them the opportunity to ask disability related questions of peers, of disability Specialists, of those of us at MIUSA and of their other program peers who are attending the orientation workshop.

One of the components of our workshop is a focus on disability rights in the U.S. Students learn a history of disability rights in the U.S. They learn about important disability laws, Section 504, the Americans with disabilities Act, or ADA, IDEA, and how those laws impact their time, specifically that the ADA allows or provides legal support and ‑‑ for students studying in the United States including international students so that laws such as the ADA and the IDEA do not just apply to American students. They apply to all students and people in the U.S. One of the things that we really focus on during the MIUSA prep orientation is that we are discussing the merge perspective on disability rights and acknowledge that it could be different in the countries that they come from, and what we mean by American perspective, that while students are here, they are in charge of getting what they need, getting the supports they need, and that they have the right to refuse assistance, and that it's okay if someone wants to help you and you don't want the help. It's considered perfectly polite and accepted that you will be independent and get what you need.

So an example would be if you have a visual impairment and someone offers to guide you, but you don't want or don't need a guide, you know, being polite and saying "thank you, but I've got this," and that that is perfectly acceptable while students are in the U.S. A key component is focusing and really instilling in the students the concept of self‑advocacy from a U.S. perspective. The idea that they will need to speak up and ask and let people know and one of the things we practiced and students get to experience while on program is they learn how to get what they need in order to be successful in the U.S. How to ask for assistance, being polite initiative, clear in what and why in terms of assistance. That they have the right to accommodations but that they need to advocate or ask for accommodations at times.

[ No audio ]

>> ASHLEY HOLBEN: Can you turn your sound on, Jessica?

>> JESSICA BANSEN: I'm so sorry. For example, teachers will provide accommodations, but students may need to approach teachers and so one of the things we discuss and demonstrate, how do you approach a teacher if you need extra time on an assignment or extra time to get in between classes? And the idea from a self‑advocacy point of view is that it's not considered special treatment to ask for what you need to be successful. We also really focus on accommodations. What is available to students while they're in the U.S. How to ask for accommodations, as well as some suggestions on specific accommodations that might be useful to them. So what do they mean?

The idea that everyone is different, and students that have the same disability, their needs may be different. During their prep workshop, during the six days that they're with us in Eugene, we encourage students to start thinking about what accommodations they will need during their time with us and what would be useful to them that week and really trying to practice the idea of self‑advocacy, asking for what you want, and ‑‑ asking for what you need, and asking for accommodations that allow you to fully access activities. We also work with students during that week on getting them to think about longer term accommodations: What will they need to be a great student, to have fun, to be involved in after‑school activities, sports, extracurricular activities, et cetera, so thinking about accommodations in their host school, maybe with their host family, and who will advocate ‑‑ who will be an ally and advocate for the accommodations and supports they need, so identifying if you're having difficulty in a class, approaching a teacher, approaching a support person in the office. Maybe if you're still having difficulty at school, talking to your host family or your local Coordinator, so identifying those people are there to assist with making sure students can get the accommodations and supports that they need. We also spend time talking to students about reasonable accommodations, the idea that they will have access and accommodations to get what they need to be independent, and "reasonable" meaning if you needed or would benefit from having, say, access to an iPad either for screen reading or note reading the reasonable accommodation would be for the school to provide it. Will it be the latest and greatest iPad? Maybe not but it will be able to provide access so that you could be independent. We also give students examples of reasonable accommodations in the U.S. for those students that may benefit from technology, from accommodations such as allowing students to sit in the front of a classroom, extra time on assignments, or time to get between classes especially if they're attending a larger school. So those are the overview key points and content that we try to cover throughout our six day orientation. In terms of activity components while students are there, there are a number of different activities that we engage with students in or lead students in that help students not only get to experience that firsthand what it looks like to be a student in the U.S., to be in maybe a more inclusive and accessible society. One of our workshop activity components is visiting a U.S. high school and with high school‑age peers so that students have an idea even though they may not attend that particular high school, but just what to expect in terms of an American high school, looking at lockers and hallways, cafeterias, just getting a real sense of what a high school in the U.S. will look like and having the opportunity to meet with some high school peers that may attend that high school. Another important activity component during prep is having a dinner with mentors, and these are mentors that are younger and easily relatable with the students, but these mentors have similar disabilities to the students that they have dinner with. And what that provides students with is an opportunity to hear from other students with disabilities about accommodations, adaptations, supports they use to fully participate in classes and extracurricular activities. We have heard over and over and over including this past Summer how excited some of our workshop attendees were to meet a student who had a very similar disability.

For example, a student who was missing part of an arm had never met another person that had a similar disability, and through our mentor activity they were able to connect with a mentor, a younger mentor, so someone easily relatable who had the same disability and the student described it as a dream come true, getting to meet someone, learn from them, and just ‑‑ so that is definitely one of the highlights for us at MIUSA, is facilitating that connection with someone, with a similar disability about, of a similar age.

One of the other key components of our MIUSA prep orientation is having Specialists come and meet with students, and those Specialists are familiar with that particular disability. In some cases, they may have a similar disability. For example we have teachers of the visually impaired come and meet with students, and some of those teachers themselves are blind or low vision, or having a hard of hearing Specialist come and meet with students who are deaf or hard of hearing who may be deaf or hard of hearing themselves.

And when they meet with a Specialist, students get to ask questions. The Specialist learns a little bit more about them and about their particular support needs, and they get to discuss adaptations, supports, accommodations that the students may find useful in classes and extracurricular activities while they're in the U.S.

One of the components weaved throughout the student's six day orientation is building in cross‑disability team work activities. Gives students an opportunity to practice self‑advocacy, experience inclusion and collaboration, and really learn firsthand about accommodations: What would be an accommodation to someone who was maybe visually impaired would need for full access. What might be an accommodation that someone with a physical disability might need to fully participate in an activity?

For example, we went and visited a park that was very accessible and inclusive and we put students in cross‑disability teams and challenged them to identify different ‑‑ working as a team to find different things at the park: Braille labels, where the wheelchair swing was, identifying ‑‑ and it was not only a fun activity, but it really promoted team work. It promoted greater understanding and greater awareness.

In Eugene, we typically take students to a Ropes Course, where they are challenged individually and challenged as a team. A lot of the workshop activities are very engaging and hands‑on. We often group students across disabilities for brainstorming, accommodations or supports or any sort of activity so it really gets them thinking not only maybe about accommodations that would be helpful for them, but accommodations that would be beneficial for all students with disabilities.

One of the components we've put in the MIUSA prep orientation is the idea that community volunteer activities are also inclusive and accessible in the U.S. For instance, we go and visit a community garden where all students get to complete volunteer activities, regardless of their disability, and they get to work with disabled peers as well as non‑disabled.

During the MIUSA prep workshop, they get ‑‑ students get to participate in adaptive activities, which for many of them is a first. For example, we take students out and they get to experience adaptive bicycling. They get to go to a gym that has adaptive equipment and experience what working out in a typical U.S. gym would be like.

They also get to try out equipment, so if we have a student with a physical disability, for example, and that student is getting to experience what it's like on a motorized scooter, we encourage all students to try out riding a motorized scooter, even if they don't have a physical disability.

One of the other things we encourage is for students to try out assistive technology that might be common for someone with a visual impairment, so just really fostering a greater understanding and a greater insight into what is available as a student.

So in summary, what we've heard from students through their end of program evaluations, the opportunities that they've identified they've received by attending the MIUSA workshops that they have come away from the orientation with an increased understanding of expectations, what to expect as a student with a disability, and what will be expected of them as a student with a disability.

Students also have told us that they feel better prepared for their exchange year. Students leave the MIUSA prep and go straight to their host families and host schools, and we've also heard that from their placement organizations who work with the students when they arrive at their host families and host schools, that students just feel better prepared. They feel like they can advocate for themselves. They have a better understanding of the accommodations available and about how to speak up and make sure that they get what they need to be successful as an exchange student in the U.S.

So we are very excited. We have been doing the MIUSA prep workshop for over 20 years, and continue to learn from the students, and the students continue to learn and benefit from their time with us. And I would strongly encourage, if your program does not have an orientation specifically for students with disabilities, to really consider that. We have seen huge benefits, and the students have really benefited too as they start their exchange year in the U.S.

Okay.

>> ASHLEY HOLBEN: Thank you so much, Jessica. That was fantastic, as I knew it would be. I just love these programs that you work on, and, you know, any interaction with the students who participate is always such a highlight.

And, Jessica, one question I had was, well, actually, you mentioned this kind of at the end, you know, having an orientation specifically for students with disabilities, and ‑‑ but I also know that a lot of the non‑disabled students on the FLEX and YES program at least are getting a little bit of information about disability, as well.

Can you just speak to that briefly?

>> JESSICA BANSEN: So that has been one of I guess maybe a highlight during COVID is that we were able to do a lot of online activities and workshops for students to interact and learn about disability rights and life as a student with a disability, even if they do not have a disability themselves.

One of the things that we noticed too, once students have been in the U.S. for a month or two is even non‑disabled students are quite frankly blown away by access and accommodations, by just the way that students in the U.S. and people with disabilities in the U.S. are included and involved in day‑to‑day things.

So that is really a highlight. Typically later on in the year, MIUSA presents in person at what's called CEW week in Washington, D.C., and the audience is mainly non‑disabled students, but that's actually one of the highlights, one of the things students have said over and over again that they really appreciate, is learning more, having seen it in their host communities and in their host families and their host schools.

>> ASHLEY HOLBEN: Thank you for elaborating on that. So I just wanted to mention that, because I think a lot of the, you know, U.S. institutions that are hosting these international student orientations, if they're thinking, well, we don't have time to do a supplemental orientation, or do something just for this one or two students, but, like, we want to really emphasize that non‑disabled students are getting a lot out of this information, as well, and they're here if they're in the U.S. to learn about U.S. culture in addition to their studies, learning about U.S. disability culture is also going to be a really important part of their exposure to all the diverse communities that make up the United States.

Well, thank you so much for sharing with us about those programs. One more question briefly, just: Is there anything that you do with the YEAR students who are college and University students, specifically that maybe you don't do with the FLEX and YES high school students? Is there any kind of additional information that the college students might need?

>> JESSICA BANSEN: So, yeah, that's a great question. When the high school students meet with the Specialist during the orientation, one of the things that comes out of that is a list of recommendations from the Specialist in terms of accommodations and supports that might benefit the student, and that we send on to their placement organizations.

The difference with college‑age students is that because they're adults, they come away from the orientation with the same recommendations, but it's provided to them, and we encourage them to be self‑advocates.

We stay in touch with those students and offer the same technical assistance throughout their year in the U.S. We also try and connect the students with names and ways to get in touch with the disability support office on their campus. That way, they know where to start, because college even for American students, that first day can be overwhelming, so they leave the prep workshop with recommendations from a Specialist, and the college can always reach out to either MIUSA or the Specialist, and with kind of a name and a phone number, we try and facilitate that connection with the Disability Services even before the program ends, but if nothing else, they know where to get started on campus.

>> ASHLEY HOLBEN: That's fantastic and I think that's really key for again like you're saying making them feel prepared, have some level of expectation knowing what to expect and what's expected of them.

>> JESSICA BANSEN: And I can't emphasize enough, too, how important it is, because they're coming from other backgrounds and other cultures where disability may not be viewed the same way it is in the U.S., that has been hugely empowering, just getting first ‑‑ when they first arrive, just getting that information or that understanding, and then kind of they're off and running, which is great.

>> ASHLEY HOLBEN: Well, thank you so much, Jessica. Thanks for the work that you're doing. And really hoping that our listeners can maybe think about how some of those ‑‑ that content and those activities might potentially translate into their existing workshops. So thanks again, Jessica.

You can go ahead and turn your camera and video off. And you're welcome to stay for the rest, or you're welcome to get going with the rest of your day while we have our other presenters.

[End]

# **Zeynep**

>>ASHLEY: Hi, everyone. This is Ashley Holben from Mobility International USA. Welcome. We're talking to different presenters and speakers about how to design international student orientations to be inclusive of and accessible to students with disabilities.

And I'm really excited to welcome our next guest presenter, Zeynep Yilmaz, on to the screen. Can you join us on screen, please, Zeynep? Zeynep is actually the person who kind of inspired this topic for this Webinar series, because Zeynep was actually one of the Access to Exchange externs, as part of the National Clearinghouse on Disability and Exchange, and all of the externs were tasked with designing some kind of virtual project to promote access and inclusion among students with disabilities related to international exchange. Zeynep had this fantastic idea for a topic, and I'll let her explain what that is in just a moment, but we all agreed, yes, this is something that we need to talk about more. We need to find out what our international student offices and advisers and institutions are doing to welcome students with disabilities and make sure they have what they need to access their international student experience on an equal level. So, Zeynep, welcome.

>> ZEYNEP YILMAZ: Thank you.

>> ASHLEY HOLBEN: I will let you introduce yourself briefly and tell us about your project and your topic.

>> My name is Zeynep Yilmaz. I am a Ph.D. candidate at the University of Arizona in counselor education and supervision program. I am from Turkey and I am blind so I have been an international student for a long time. I did my Master's and work in between my degrees and now hopefully I'm going to be soon completing my Ph.D., and as Ashley mentioned, I was one of the Access to Exchange externs in 2021 Summer and my project focused on universal design, what it is, because a lot of people didn't ‑‑ or don't hear it or didn't hear it before, and how international students offices can implement their orientations in a more accessible and inclusive manner, both from my personal experience and what the best recommended guidelines, so I have created two different webinars, and this content that I'm going to present here is my second part of the Webinar series.

>> ASHLEY HOLBEN: Thank you, Zeynep. Would you be able to share your screen and your slides at this point?

>> ZEYNEP YILMAZ: “International student orientations: How we can make them more inclusive and accessible.”

7% of international students studying in the U.S. have a disability that they disclose so this number may be more because a lot of students tend to not disclose it whether it's something that they don't want to be discriminated or they don't necessarily, you know, want to be I guess labeled like that, and I have this Mobility International USA logo here on the slide.

So international students with disabilities, a little bit that I want to go into, like, who we are. We are a minority group with multiple minority status, because I think international students with disabilities are highly diverse. I know that I have at least a few minority identities. For instance, I am a woman, I am blind, and I'm coming from a Middle Eastern background kind of, and some of us might be from LGBTQI family and many other diversity characteristics that you can imagine.

So the diversification of the international student population continues to grow, and a lot of you as international student professionals, you will see more and more, like, international students with disabilities, like, their counterparts. They will likely see post second day education in the more developed countries, and this is not only ‑‑ and we also see this move as moving toward Global North. This is for not only for better quality education and employment opportunities, but also because of the existence of advanced disability rights.

So for me at least all of those factors really are enforcing power to decide coming here. But we have some of the difficulties. We have some barriers, like any other, I think, minority population. Inaccessible application materials is one of them, because though U.S. colleges and universities are required to really make their application documents accessible, sometimes they are not accessible, and when you go to another part of the world, if it's the Global South or maybe some European countries, they have different laws and requirements, and it might be some document that maybe just they put it recently and they didn't review whether it's accessible or not, is a problem because you don't want to be discriminated against during the admission process and it's very important that all the documents and application materials are accessible, so first things first, I think if you are international student Admissions position or any other position in the international student office, please check those documents to see if they're accessible.

Lack of familiarity with the available resources. A lot of us don't know what is available or what we are eligible for, or sometimes in my first year I was in the ESL program and somebody told me that ADA doesn't apply to Americans with Disabilities Act and I was really surprised because all I knew was Americans with Disabilities Act, and I was really shocked with limited English ability trying to search and finding that accommodation apply to me as an ESL student. And for instance there's this great platform called Bookshare where you have an accessible format of books. I didn't know that till my Ph.D. program. I didn't know Mobility International maybe, like, till a few years ago, so I guess that's really important that we have the knowledge and we need to familiarize ourselves with the resources before.

And the lack of knowledge about how to access those resources. I think it speaks to the example that, am I eligible? Or do I have to pay for it? Is my school going to cover it? How I'm going to access that.

So why international student orientations are important? So first of all, international student orientations are one of the most common ways of, like, facilitating a successful transition to a new culture, especially regarding the social and educational life for international students. And you first get information at those orientations like what is ‑‑ for instance for me, what is USA culture? What is socially acceptable? You know, all kind of like really helpful information to make the transition smoother.

However, those student orientation programs are often not accessible and inclusive as they need to be especially for International Students with Disabilities.

So my experience as a blind international student, so I have been in three different student orientations. First one was in my ESL program in my Master's and in my Ph.D. and I can tell you, none of them I have attended were very accessible. First thing I realized that they invite all those campus support services and people those, you know, support programs to present what's available, to support students in their educational journey. However, none of the orientations I have participated really included, like, campus Disability Office or disability Resource Center.

Not only they didn't invite anybody from those offices, they also didn't really include the places in there, like campus tours. I remember all my orientations included a campus tour and included cultures centers but we never visit Disability Office.

Some of the activities and materials offered in these orientations were also not accessible, such as campus maps, so they bring you a campus map that might guide you in your campus tour journey or you can have a better understanding of what building is where, and what they have in there.

We also had a cell phone application in my last orientation I remember because it was offering the materials, presentation materials, and the campus map on there. However, that cell phone application was not also accessible with my VoiceOver. I'm a voice‑over user on iPhone. It's basically screen reader on the cell phone.

So I was not able to understand many of the info presented due to lack of electronic format being available to me, so if they really emailed those to me, I would review them on my computer and presentations I would have a better time following up on the information.

Pictures on the presentations were not described verbally, and as I said, that some of the presentations were on the application, but the application wasn't accessible.

So I have come up with, like ‑‑ so recommendations, what could be done prior, during, and after the orientations. So prior to those student orientations, so rather than waiting until somebody with a disability requests accommodations, please, please design your student, international student orientations, proactively for a diverse range of needs, because as I said, many of the international students come with, like, some language barriers. They might be from a different culture. They might be a very young population like somewhere in the range you would consider elderly population. It could be all kinds of diverse characteristics that your orientation might be more inclusive for.

And I know, like a lot of you might think that, oh, if somebody's disabled, they are going to request accommodations anyway, but as I said, a lot of international students coming here, especially having a disability, they don't know the culture. They don't know how to request accommodations. They don't even know what is available in terms of, like, making their orientation experience more inclusive and accessible to them, so that's why it's very important.

Create, please, please, electronic copy of materials used in those orientations, and please email electronic copy of the materials ahead, especially to the students who have registered to participate.

You can also collaborate with campus Disability Office to make sure your materials are accessible, such as you can pick a specific format. You can provide picture descriptions or closed captioning for the videos.

And again, prior to implementing, this is more about a physical environment, choose accessible places for the activities that you design during the international students' orientation. What I mean by that, because I know like many of the campus buildings, although they have some basic accessibility requirements, that they have to meet, sometimes some buildings are more accessible than others, and if you're planning to do a campus tour, send the organizations or the sponsors info by email, because in my orientation program, again when I was ‑‑ like, we went to Student Union and there were a bunch of sponsors. We were about to have a lunch and go talk to those sponsors, they were giving away some stuff, but I had no idea which sponsor was which, what table was a specific sponsor, so I didn't really feel like going and asking all the time: Oh, what is this, you know? Because I personally was extremely shy, especially in my first year or two, and, you know, like, the more info you have, you're going to have more confidence and you're going to be able to participate more and benefit more.

Implement activities in which everybody can participate regardless of one's ability. What I mean by that, a lot of icebreaker activities and a lot of activities that you might want to use might be very ableist, so, like, they are good for able‑bodied people but somebody who is in a wheelchair or somebody who doesn't have enough sight or ‑‑ it could be anything. Somebody might have a very low attention span and stuff like that, so please be careful about what activity you're choosing, because it might really exclude some people.

So another one is remove a few chairs in the orientation location so if there is a wheelchair user, they will have an option because many times, my friends tell me, they only leave me one spot to sit there, and I don't like it because I want a different location. I want to be able to pick where I want to sit, and, like, I can sit in any chair so I have many, many options but somebody who is in a wheelchair can only have one option for most of the time and it's not really fair, so to be inclusive, it's a really important thing to do.

So during the orientations, I'm going to speed up a little bit, so first things first, please add Disability Office or disability cultural center inure campus tour. Why this is important, because the people who are not aware of it will be introduced to it. Students who are hesitant to use it might change their mind, and it might be very beneficial, and we go all other diverse cities, kind of like offices like cultural centers and stuff like that, and I don't want you guys to skip the disability.

So in your ‑‑ sorry, in your orientation, you can invite somebody from the Disability Office to present, you know, what Disability Office does, or the disability cultural center, and I know, like, in my orientations, there were many support programs available to students. People came from those support programs and presented how we can benefit from those programs as students.

Also, please have that information on your international student website, because sometimes I saw other campus support resources, but Disability Office, or disability cultural center, is never listed, and it might be really important for somebody who needs some information about that.

So another thing during the orientation, so please, please speak all the projected content when presenting and please describe the content of charts, graphs, and pictures. I know sometimes electronic format is ‑‑ a lot of us, including me, sometimes ‑‑ oh, 2 minutes left. I have to speed up ‑‑ so sometimes we prepare presentations at last minute but all you can do is verbalize it. Offer directions both verbally and written format action so when talking, please face people so they can see your face and lips.

Avoid talking while chewing gum or eating, kind of like a common sense thing. Another one, so speak clearly at a normal volume. Do not try to do it louder, thinking that maybe you're going to help for students with hearing impairments, because they most of the time they have their aids.

So in group discussions, for instance, ask the group member who is speaking to say their name, and maybe assign a certain hand gesture, because you might have somebody with a visual impairment or hearing impairment in your group and they will be able to follow who is speaking.

So repeat questions from audience members. Sometimes it's easy to clarify the question and stuff like that. So if possible, please only dim the lights around the projection area, and let the rest of the lights in the room to be lit, because if somebody's taking notes or if they are using a sign language interpreter, they will be able to see it.

Post‑orientation is most important thing is that getting their feedback. Jessica also mentioned that they also have student feedback, and how really that is helpful. And also, please ask them what they recommend for future orientations, and another thing, collaborating with campus Disability Office to see if you can actually host another orientation that is specific to international students with disabilities.

Thank you so much, so I have also communication hints here, but Jessica kind of covered a couple of those, and you can take a look at it, and thank you for listening to me and if you have any questions, please do not hesitate to contact me or Ashley or any Mobility International professionals.

>> ASHLEY HOLBEN: Thank you so much, Zeynep. This is Ashley. I really appreciated just how practical all of your recommendations are and I really especially want to thank you for kind of leaving in some of your own personal experiences as an international student with a disability kind of what you remember from those experiences and what you would have liked to have seen that led to these recommendations so just really want to say thank you for all that.

I guess, I think I had a couple of follow‑up questions. I realized that you said a lot of the international students don't know how to request accommodations, and I really like that you just encouraged international student offices to collaborate or even just get some information from the Disability Office. Maybe they're the ones who don't have that information, so they need to start with themselves, like, informing themselves about what their University offers in terms of disability access so that they will be equipped to then pass that knowledge on to their incoming international students.

And if I had it my way, I would say, you know, all those international student recruiters who are being Ambassadors for their universities and they're going around the world trying to get students to enroll, I'd love for them to have that information, as well, about disability access on campus.

>> ZEYNEP YILMAZ: Definitely. I think one thing that we could do to let them know that what is really ‑‑ because a lot of I think professionals in the international student community, they don't know, they don't know the existence of all those nice resources Mobility International provides, and I didn't know you guys had an orientation, you know? It could have been amazingly helpful for me, so I guess dissemination is another thing that we still have to work on, you know, on an ongoing basis.

>> ASHLEY HOLBEN: Well, thank you. And you can stop sharing your screen at this point.

>> ZEYNEP YILMAZ: Yeah.

>> ASHLEY HOLBEN: And I also just want to lastly mention that Zeynep's presentation will be made available online. Like, she designed this presentation ‑‑ is that correct, Zeynep?

>> ZEYNEP YILMAZ: Yes.

>> ASHLEY HOLBEN: It's designed for anyone to be able to use it and refer to.

>> ZEYNEP YILMAZ: Of course, yeah.

>> ASHLEY HOLBEN: Wonderful. Well, thanks for making that available and I think it's going to be really put to use by those who need it. So I think there was need for that.

Well, thank you, Zeynep, for joining us, and you're welcome to stay on or you're welcome to do whatever you need to do for the rest of the day.

>> ZEYNEP YILMAZ: Thank you so much for having me.

>> ASHLEY HOLBEN: Bye for now.

[End]

# **Justice**

>> ASHLEY HOLBEN: And hi, everyone. This is Ashley Holben from Mobility International USA. This is part of our series on discussing how to design international student orientations to be accessible to and inclusive of International Students with Disabilities, and different types of disabilities.

And I want to welcome our next guest presenter, Justice, onscreen.

He will be joining us in a moment.

And while he's joining, I want to share just a bit from his bio, so you can get a sense of who Justice is.

Justice is a Crime Survivor Advocate at Disability Rights Oregon, and after receiving a Fellowship from the Kroc Institute at the University of Notre Dame in 2019, Justice enrolled in the international peace studies program where he had a lot to fight for as a blind international student and finally conquered and as he puts it, as part of his punctilious nature, demeanor, and experience, his advocacy for equity and inclusion in schools, including student mentorship, has always been unflinching. So we're excited to welcome Justice. I want to invite my colleague Monica Malhotra on screen, as well. I know Monica and Justice have been in conversation prior to this about Justice's experience as an international student. So, Justice, welcome. Thanks so much for joining us and for being willing to share about your experiences.

And I know you've had a chance to listen to our other guest presenters, Jessica and Zeynep, who is also an international student with a disability, and so maybe some of what they shared will remind you of some things from your own experience, but could you just start by saying a little bit about yourself and kind of why this topic interests you? And then go ahead and tell us, what is your connection to this topic? And especially what can international student advisers at universities be doing more of to be thinking about disability access and inclusion? So I'll let you take it away from here, Justice, once you turn your sound on.

Can you turn your sound on first, though?

There you go. Hi.

>> JUSTICE CHUKWU: Yeah, so, Ashley, thank you very much for having me at this point in time. Yeah, as Ashley has rightly stated, I'm Justice Chukwu. I am a Nigerian, and I moved to the U.S. in 2019 as an international student of Master's in Global Affairs, concentration in international peace studies at the University of Notre Dame. Currently I work for the Disability Rights Oregon, as Ashley has rightly mentioned, as the Crime Survivor Project Advocate.

Yeah, so I'm so much happy and thank you for this opportunity to speak based on my experiences and also try to see if I can make one or two suggestions going forward for ‑‑ to make orientation more accessible for students with disabilities who are here as foreign students.

Before I proceed, I would like to also acknowledge Jessica and Zeynep, they have really, really touched almost everything. Zeynep actually spoke my mind, just as Jessica, and I'm so much appreciative.

I would also like to start with this short experience I had with a prospective applicant at the University of Notre Dame. So I was introduced to this guy, I think, yeah, and he sent me an email asking me a question.

So this very particular person had already studied, I think he had his Master's degree in one of the universities in India and wanted to do his Ph.D. and in the email was why it's empathetic. Hey, Justice, please I would like you to be honest with me. Tell me how the University of Notre Dame is with respect to accessibility for people with disabilities. I am blind. I know that I have already acquired a Master's degree in the U.S. because I studied in one of the universities in India, but I would truly want to know about University of Notre Dame.

How do you access your residence, that's your house, and other facilities and services on campus? I was already in his shoes and I knew what I was experiencing at that point in time. And at the same time I wasn't interested in trying to discourage him from coming because then I knew that something must have been wrong somewhere, knowing that the facilities or the University or U.S. as an environment as a place of learning is forwarding but maybe there was some sort of miscommunication or something somewhere so what I told him was well, the simplest truth is you can come over, ask questions, and when you ask, I believe you'll get more answers.

I am not in that position to give you the answers that you needed. That's a summary. And I don't know how far he went. It also reminded me of one of the questions that was asked during my visa interview: Why the University of Notre Dame? Like, why the U.S.?

And one of the answers that I provided was: Because I would have equal opportunity, and everything that I'd need to survive and build my career in the U.S. and coming to the U.S., the question I asked myself, having gone through this searching for two years, does it mean that there was an equal opportunity?

And the answer I gave to myself was: There was. There was equal opportunity. There was fair treatment, or equal treatment, provided for everybody, but why, then, do we still need opportunity ‑‑ I mean, to talk about having access to the school facilities, to school services, to campus resources? Why is that very important? And especially for international students with disabilities.

And that is why I wouldn't like to repeat what my co‑presenters have already highlighted and stressed on, I'm just trying to see if I can make my own contribution from a different wing and see how that makes senses specially for school Administrators or the international student Admissions office, et cetera, going forward.

And at this point, I would say that it's not unusual to state that the terms equality and ‑‑ or equity and inclusion are referred to during orientations, right? But it is important to reflect on these terms and see how they impacted the choices of students with disabilities to study abroad, like myself, and I want to say that every international student with disabilities have the ability to suck cease. The only reason why some are not succeeding is because they still lack the key to access a given opportunity, and this is where it gets tricky, so by opportunity, do we really mean equal or equitable opportunity? Is that what we mean for students, for international students with disabilities during orientation? And a principle of it which sometimes can be seen as equality but I don't think they are similar, you know?

So I appreciate that equality is a fundamental value, but my question is: Does it mean that without equality if we emphasize on equality, because I know during orientation we talk about equality of access and blah, blah, blah. My question is: Does that help to build students ‑‑ prepare international students with disabilities ahead of I mean, to prepare for the task ahead, you know, on campus?

So I know that during orientation, international students with disabilities might be told that they have equal opportunity to attend classes like others, have equal access to school resources, campus services, and et cetera with others such as medical, social, and career services. Although equality is an important value because it ensures a student enjoys equal treatment, like I asked the question earlier, does it mean that we have ‑‑ we can reach our highest potential simply because we have that equal treatment?

So I wouldn't like to go too long but I will proceed to say that when we talk about access, you know, orientation, having orientation or accessible orientation, it simply means that we are paying attention to the needs of those who need it, and we actually know that the purpose of orientation is not just to tell us about America and how beautiful America is. Those things are very good.

It's also to tell us about ADA, and how ADA impacts on every student with disabilities in the soil of America, so I never heard about ADA until I'd already gone far with my study, so I think there's ‑‑ it's important to start talking about ADA from the moment a student with a disability, especially the international student with a disability, steps into the campus and that is why I'm also talking about having a special orientation for people with disabilities who could be regarded as foreign students.

Now, it's important that the orientation should be tailored in a way that serves the unique needs of international students with disabilities and helps them to pursue their goal, because the main essence of orientation is to guide students. Education, I'm speaking based on my own experience, I know that high school might be a different kettle of fish, but for colleges, people that are in colleges are there to really, really pursue their career, and also going forward.

So the question I'll ask here again is: Why do we need to pay attention to international students, why do we need to pay more attention to international students with disabilities? And I provided this answer, that international students with disabilities go through a lot. The lack of supports they enjoy from their family and communities, they are distanced from the social services which they are used to and need more than equal supports to succeed, so it is still very important that as we plan to make orientation accessible, we should bear all these things in mind. We are not just there just to participate or to attend the orientation, but ensure that we are carried along, we belong, we have that sense of belonging, I mean international students, rather, have that sense of belonging and proper orientation has been conducted to make sure that they're inclusive of the entire process, so other recommendations that I may have at this point is that schools should improve on providing special orientation and help to international students with disabilities when they need it, and not only when they ask for it. Faculty and staff need to be oriented on the needs of students with disabilities to know how best to accompany them through their career on campus.

Disability Offices should work closely with campus and career services to make orientation accessible for students with disabilities. Then, to wrap up, I have a few take‑aways. Although equality is an important value, student orientation should be organized with the principle of equity, because that is the key that gives access to equal opportunities on campus. Studying abroad is not just to acquire education, but mainly to have an intercultural and international experiences. International students with disabilities need to be more adequately introduced to these experiences during orientation. International students with disabilities pass through a lot. They need not just equal but mainly equitable opportunities to succeed, and again, I want to emphasize on the need to make MIUSA gain more presence in the U.S. Schools that are not yet affiliated to MIUSA should please find a way to get connected to MIUSA, because from what I have heard from they co‑presenters, MIUSA has really, really been doing a lot, and is still willing to do more for international students with disabilities.

And I think with MIUSA or collaborating with MIUSA, schools here in the U.S. would not find it more difficult or challenging to cope with the needs and challenges of students with disabilities who are coming into the U.S. to study.

Again, thank you very much for having me to share my experience and may thoughts on this topic.

>> ASHLEY HOLBEN: Thank you, Justice. This is Ashley. I just really want to thank you so much again for your candidness as well in sharing both your personal experiences and these very much‑needed take‑aways that you kind of gleaned over the years as a Fellow.

And I think you drove home this difference between equality and equitability that is really important to serve as a foundation for how to proceed as far as welcoming international students with disabilities, and thanks also for plugging MIUSA. And yes, indeed, you're absolutely right MIUSA offers a free service called the National Clearinghouse on Disability and Exchange and it's a free service to any international student office or any U.S. host Institution that might just be seeking more information about how to welcome and include and make their programs more accessible to international students with disabilities as well as some other audiences as well. You're absolutely right, Justice and we definitely want to make that more visible, that service more visible, to institutions so that they can be better positioned to serve their students appropriately. So really want to thank you so much again for being part of this and really glad to have made the connection with you and definitely hope to invite you to present more in the future because I know you have a lot of other experiences a lot of expertise to share, too.

Anything to add to that, Monica, before we continue?

>> MONICA MALHOTRA: No. Yeah, just thank you, Justice, and I know we talked about this topic of international student orientation as if it's one event but the impact of that week or that activity impacts the whole, you know, the long‑term program for the student as you mentioned with connections to career services and different offices across campus, the academic department, so we want everybody to be involved in that orientation week, which can really impact the students' long‑term success in the program.

So thanks for bringing all those points up, too.

[End]

# **Gregoire**

>> ASHLEY HOLBEN: Hi everyone my name is Ashley Holben from Mobility International USA, and welcome back. We're doing a series on international student orientations, specifically how to make these programs accessible, inclusive of and welcoming to international students with disabilities and we're kind of looking at this as a cross‑disability topic but we're also very honored to have a presenter with us today who's going to be discussing his work with the Deaf Community of international students coming from around the world ‑‑ well, specifically in this case from Sub-Saharan Africa, but I'll let him discuss that more. So I'd like to welcome Gregoire to our Webinar series. Can you just briefly introduce yourself and then tell us a little bit about this project that you work on, keeping in mind that we will have to wrap up shortly, so unfortunately, we'll only be getting a little taste of what you do.

But I'm really looking forward to learning more, so Gregoire, take it away.

>> GREGOIRE YOUBARA: Just real quick, my name is Gregoire. Thank you so much Ashley for inviting me to be a part of this Webinar. Again, my name is Gregoire Youbara. I'm faculty at Gallaudet University, in the School of Language and Education and Culture. My field is foreign language, and my language of choice is Spanish and I just mentioned before just like Ashley mentioned before, I work with students from Sub-Saharan Africa for a special project and I'll expand more about that in my presentation.

So once again, thank you for having me here and I'm really happy to share may experience as a Deaf individual, and what Deaf international students are experiencing from the Sub-Saharan Africa area and across the world.

All right, so you can see the screen here and the title of my presentation today is really what we need to consider when we're making decisions about accessibility for international students, specifically geared towards deaf and hard of hearing students. If you could move on to the next slide.

Brief background regarding the Mandela Washington Fellowship for Young African Leaders, which I'll call YALI. It is a collaboration between ‑‑ it's actually under the U.S. Department of State’s Bureau of Cultural Affairs in the USA so it is operated by an organization called IREX, and it is an exchange board. The agency that we partner with here at Gallaudet started this program back in 2017. The program before that, for the ‑‑ there was another program before that, the Pre‑Institute which is for Fellows who are deaf and hard of hearing from Sub-Saharan Africa who are coming to the U.S. during this summer and it is for universities all throughout the States for 6 weeks and it's an academic program, it's a training program for them.

The Fellows are Deaf or hard of hearing, and before they started this program with Gallaudet they would come and go to the various universities throughout the U.S. and most of the Fellows with who are Deaf and hard of hearing from Africa have no idea what kind of accessibility and accommodations we offer here, what is available, what types, and I can speak from my experience growing up in Sub-Saharan Africa, coming to college in the U.S. for the first time, what I had envisioned, I had never had accessibility in Sub-Saharan Africa. I never had CART transcription. I never had accessibility. We just so of go with the flow. We do whatever we can to get by. You find a friend and maybe copy some notes from them and it's very limited and that's what I became accustomed to and what I was used to. Coming to the U.S., the University I went to did have an office that did deal with students who had disabilities, myself a deaf individual included. Before I registered for class, I went to the office and confirmed everything would work out with the interpreter, and I was like, "I don't need an interpreter. I'll just go to class and write back and forth," because that's what I was accustomed to. And then over time, throughout the years I was like, oh, you know what? Accessibility is provided. I should be taking advantage of what is available to me.

The same principle kind of applies here, with the Fellows from Sub-Saharan Africa. They come to Gallaudet University and we expose and that is a key word here, is we expose them to the kinds of services and accessibility and accommodations that they can expect to receive in their academic Leadership Institute from the universities throughout the U.S. That's kind of the basic gist of it here.

You can see just a little bit of background information about the program here at Gallaudet on the slide. The next slides will show a few different pictures from people who have been involved in the program, if you could move on to the next slide, please.

The picture here just briefly is to show you, so back in 2016, this was, so a few years before the program officially started its partnership with IREX, the Fellows were involved in this back in 2015 and 2016 and it wasn't until 2017 that the official partnership began with the deaf students coming to Gallaudet but this photograph is from 2016 and there were 12 Fellows who were deaf or hard of hearing and that's a large number. If you can move on to the next slide. We just have a few more pictures.

This photo here I believe is from 2018. Yes, it was 2018, it has the Gallaudet University President here in the blue shirt in the front. Next slide.

Okay, this was the first group of Fellows 2017, yeah.

That year, it just happened that all the Fellows were male. Next slide.

So now you just have to click a few things that should show up. There we go. Yeah, a few more clicks. Keep going. Trying to get all of them up on the screen. Okay.

Okay, so right now, just to talk through accommodations, accessibility for international Deaf students. Where is the best place to even start? It's important to know who your students are. In our situation, the Fellows, and I'll see the word Fellows and you'll see that because that is what our experience is, but Fellows meaning students. It's important to know who your students are, what their background is, where they're coming from. Because their communication preferences may be different.

If you make a general assumption for deaf students that accessibility means getting a sign language interpreter, I mean, there are deaf students who run the whole gamut of what accessibility looks like for them so that's something to keep in the back of your mind and two key concepts here: Pre‑lingually and post‑lingually deaf individuals. The concepts, they're just concepts to keep in mind. I don't have time to go into those but just file that away for future reference.

The next bullet‑point down is kind of the mentality of, like, I can handle communication just fine on my own and that is based on their experience, based on their experience in their home country where they didn't have any accessibility like we have here.

And so that is something you may hear and see a deaf person saying, and what I would hope that you would do is be able to explain to them, like, you have accessibility options.

Okay, next slide, please.

Okay, so this continues from the previous points, but there are different IDEA laws throughout the U.S. Colleges and universities are expected to provide accommodations for students who have disabilities. If a student ‑‑ if you happen to have a deaf or hard of hearing student, an international student coming into University, often the starting place for international students is the international office is typically where they start. They don't typically go to the Disability Office. They typically get in touch with the Student Services office for international students.

There is another part of the presentation with orientation week that students with disabilities often kind of get overlooked and that office doesn't often show up at orientation week for international students so that's something that needs to be fixed. During orientation week, the Disability Services Office should be in touch with those students, and going forward so when you have the international students office and the Disability Services Office, they really need to form a partnership, a collaboration at some point so that the students are aware of what services are available. The Deaf students can make sure that their needs are being met.

And again I want to emphasize, needs being met does not just mean having a sign language interpreter. You can see a few different names at the bottom of my slides, the different offices that may be responsibility for students with disabilities. At each Institution they may be named in a different way but the concept is they're providing accommodations and accessibility to the students with disabilities. Next slide, please.

Okay, and I think for time's sake we'll just move on to the next slide. Go ahead to the next slide. Just keeping up with this.

Okay, actually, let me, if you could go back, the other slide mentioned, within the office for students with disabilities, they tend to have something called an intake process, some sort of paperwork just to document the disability, what the student's needs are, so that they know how to help them, they can identify properly what sort of accommodations may fit the student best.

The last point here is called "reasonableness." And basically saying: What is reasonable? So an interpreter might say, they might say an interpreter is the reasonable accommodation. Next slide, please.

And you can see the question here: What is the most common form of accommodation service for deaf or hard of hearing students? Next, please.

I think you just have to click a few times. Keep going, keep going. Okay, great. That question a lot of people will assume: Oh, they need an interpreter. And, yes, an interpreter is one type of accommodation for a deaf or hard of hearing individual, but it does not apply to all people, like I mentioned before. That is just a general assumption.

Next slide, please. Keep going. There's just different pictures on this slide. The pictures may be self‑explanatory but the first picture shows a CART device. Often international deaf students will arrive in the U.S. and they may not know American Sign Language yet. You cannot assume that sign language is the same all over the world.

Every country, many locations even within a country, have their own sign language. And just for one example, a student who is from Kenya, student from Kenya, in Kenya, they may be completely competent in Kenyan sign language but that's KSL, Kenyan sign language. They don't necessarily know American Sign Language. It doesn't look anything the same. They are different languages so the student may come to the U.S. and be okay with English writing back and forth, reading and writing and they sign in Kenyan sign language but for accessibility in the classroom, in a lecture Hall, the student doesn't know American Sign Language.

The Institution may put an ASL interpreter in place with American Sign Language but the student who only knows Kenyan sign language won't necessarily benefit from that. There's no point. But often, a lot of students may prefer to have a CART device, which will type out the written English for them that they can read along with so that is one option.

Students may be able to use CART. They may be learning ASL. Maybe they've taken it for one semester. It really can depend. They may have more knowledge of ASL than that but the point is they have to be comfortable with the language and not even comfortable but they have to have a certain level of proficiency with American Sign Language to access that receptively to be able to rely on an interpreter and at that point they may be able to work with an intern sign language interpreter. Often people assume oh you're deaf, let me get you an interpreter and that does not always work.

Also ‑‑

>> ASHLEY HOLBEN: Sorry about that, Gregoire, and definitely finish your thought. I'll bring your slide back up but just wanted to do a little time check. I think we're going to have to wrap up soon but maybe you could wrap up on this last slide.

>> GREGOIRE YOUBARA: Okay, yeah, sure, I will wrap up now. You don't even need to bring the slides back up we can just leave it like this to wrap up.

>> ASHLEY HOLBEN: Okay, great.

>> GREGOIRE YOUBARA: The point that I want to make is generalizing the assumption that the student is deaf, let me pull in an American Sign Language interpreter will not always work. There are different types of accessibility for deaf students and really the key is you have to check with the student individually. Your deaf or hard of hearing student, you have to ask them, what sort of accessibility do you prefer? And sometimes they may not know. They may not know what their options are, they'll be like what kind of accommodations can I get? I'll got get whatever I can get because maybe in their home country they didn't have any accessibility or accommodations so it's important you provide the options to. This perhaps you can show them what it's like to have a CART transcript available to them.

Sometimes they may need 3 different interpreters, trilingual interpreting, happening. For example for the student from Kenya who uses Kenyan sign language you can somebody interpreting from English to ASL, from ASL to KSL, you can have multiple interpreters going at the same time but it is a challenge. I'm not saying it's easy. Sometimes you may need four interpreters but the interpreters have to work as a team. Two American Sign Language interpreters, two KSL interpreters for one student so you have two teams of 2 working together to provide accessibility for one student. It can be very challenging but it is not impossible.

Another thing that may work for hard of hearing students is an amplified device, and again it truly depends on the individual. Deaf students are not all the same.

I'll wrap it up right here. I hope the information was beneficial somehow.

>> ASHLEY HOLBEN: Hugely beneficial, Gregoire and thank you again so much for agreeing to join us, and for your leadership and all the leadership that you provide in coordinating the orientation component for the deaf and hard of hearing Mandela Washington Fellows. It's such a valuable program and it was thanks to not only leadership on your part but also other folks at Gallaudet and at IREX, State Department.

And so it's really exciting to be able to see how those Fellows are benefiting from that program, but also these wonderful lessons that you shared that any international student adviser or office can take into account when they're planning for their incoming students, because I think there's this perception that especially like a lot of deaf and hard of hearing students around the world even have this perception, that they can only attend, like, Gallaudet or another University that has a large deaf population but the reality is, they can attend any U.S. Institution, college, community college, and so it's really important that they know what resources there are, and for the colleges themselves to know what resources are available to them.

>> GREGOIRE YOUBARA: You're right, you're totally right, and, yes, that is one thing I do want to emphasize is, yes, deaf students can go to their local community college, to another University. All universities are required to provide these accommodations. I will say Gallaudet is a different world. There is full 100% accessibility. Don't have to worry about those sorts of things so it is definitely different at Gallaudet but thank you. Thank you, MIUSA, for continuing to host and making sure that students who have disabilities, deaf and hard of hearing students, have access all over the world.

>> ASHLEY HOLBEN: Thank you. And it was so nice to meet you, Gregoire, finally and really thankful for this opportunity and looking forward to more opportunities to learn from you in the future.

>> GREGOIRE YOUBARA: Same here.

>> ASHLEY HOLBEN: Well, that wraps it up. Thanks so much to our interpreters and our captioner and to all of our guest presenters. I hope you our attendees have some valuable take‑aways from Zeynep, Justice, Jessica, and Gregoire that maybe perhaps you can incorporate into your existing international student orientations, or maybe what they shared will give you some ideas for creating some kind of supplemental resources or orientation or introduction.

So please stay in touch with Mobility International USA, and our project the National Clearinghouse on Disability and Exchange, so that we can provide you with ‑‑ help answer your questions or connect you to any resources that you might need to help your students succeed.

Thanks so much.

[End]