



**DISABILITY SERVICES**  
**Student Handbook**

*Policies and Procedures Manual*  
*ADA & Section 504*

**2009-2010**

## **We Open Doors to All**

Haywood Community College is very diligent in its attempt to make sure every student will find an educational environment where he/she can be successful. We realize that it is important to look at each student as an individual. Student success is our top priority. It is important that students know we are here to help them reach their goals.

The American with Disabilities Act serves to make sure that all individuals are given equal opportunity by having access to information that will assist them in securing a degree, diploma, or certificate.

It is important that we understand what the law requires and what we are expected to do. The law does not require colleges to alter the nature of a course or program but it does require colleges to provide reasonable accommodations for students who provide appropriate and adequate documentation. The notice of such accommodations will be provided to each instructor at the beginning of the semester. The purpose of the Policies and Procedures Manual is to assist you in the process.

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# Disability Services at Haywood Community College

Haywood Community College is committed to providing access to facilities and reasonable accommodations in the instructional process in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Haywood Community College does not discriminate nor does it approve of discrimination against students or applicants on the basis of race, color, gender, age, national origin, disability, religion, sexual orientation, or political affiliation. This policy of non-discrimination covers participation in all programs, support services, and activities. Haywood Community College is committed to providing access to technology, including the Internet.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require institutions of higher education to provide equal access to educational opportunities to otherwise qualified “persons with disabilities.” It is the responsibility of the student with a disability to disclose the disability and to provide documentation of the disability. The documentation must certify that the disability creates a *substantial limitation of a major life activity* in order to establish eligibility for protection under the law.

Haywood Community College does not make preadmission inquiries or referrals based on an assumption that a student has a disabling condition. It is the responsibility of the student to initiate the request for accommodations and/or services by contacting the Disability Counselor.

## Legal Mandates

Section 504 of the Rehabilitation Act of 1973 states “no otherwise qualified handicapped individual in the United States, as defined in Section 706(6) of this title, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination; under any program or activity receiving federal financial assistance.”

The definition of “handicapped individual” is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

### **The Office of Civil Rights cites the following as requirements under Section 504:**

- Colleges cannot set admissions quotas for disabled people.
- Colleges must offer admissions tests for people with impaired sensory, manual, or speaking skills as often as other admissions tests.
- In the pre-admission process, a college cannot ask if a person is disabled.
- Disabled students must have the opportunity to participate in any part of the programs or activities offered by the college.
- All programs and activities must be offered in the most integrated setting possible.
- A college cannot have rules for disabled students that have the effect of limiting participation.
- Requirements must be modified on an individualized basis to provide an equal educational opportunity.

- A college must provide auxiliary aids for students with impaired sensory, manual, or speaking skills.
- Disabled students must have an equal opportunity to benefit from financial assistance.
- Disabled students must have an equal opportunity to benefit from programs that make outside employment available.
- Disabled students must have an equal opportunity to participate in intercollegiate, club, and intramural athletics.
- A college must make placement and counseling services available to disabled students in a nondiscriminatory manner.

The ADA in 1990 expanded the civil rights protection in Section 504 to a wide range of entities, both public and private. It has provisions prohibiting discrimination in the following areas (1) Title I - Employment, (2) Title II – Public Service, (3) Title III – Public Accommodations and Services Operated by the Private Entities, and (4) Title IV – Telecommunications.

The ADA defines a disability as “a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, or having a record of such an impairment; or being regarded as having one.” The first part of the definition covers people who actually have physical or mental impairments that substantially limit one or more major life activities. The second and third parts cover people who may not have an impairment that substantially limits a major life activity, but who have a history of having such a substantially limiting impairment, or are perceived as having such a substantially limiting impairment.

## **Procedures to Follow**

1. Official notification of a disability requires that the student provide documentation of his/her disability to the Disability Counselor. To receive services the student must provide acceptable documentation that does not exceed five years from a professional.
2. All requests for accommodations/services must be made directly to the Disability Counselor by the student who is seeking accommodations and/or services. The request should be made as early as possible and must be made in a timely manner to allow for an appropriate response. Once received, requests for accommodations and/or services will be addressed as soon as possible.
3. Documentation of disability must be provided from an appropriately licensed or certified professional and must be complete enough to establish the student’s status as a person with a disability and the need for accommodations. Necessary documentation to request accommodations and/or services may include one of the following:
  - a. A psychological evaluation
  - b. A medical report
4. When a student has a disability and has requested accommodations, the Disability Counselor shall make an appropriate determination of what is a “reasonable” accommodation for that student based on the available documentation. That decision will be based upon the recommendation(s) made by the professional and the student’s request(s).
5. Students will notify faculty of the accommodations and/or services by presenting a letter from the Disability Counselor on the first day of class.

6. Procedures that define roles and responsibilities for providing and receiving specific accommodations are outlined in the HCC Disability Services Policies and Procedures Manual.
7. Students have the right to initiate a complaint/grievance if the agreed upon accommodations and/or services are not provided appropriately. The complaint or grievance policy is outlined in the *Student Handbook*.
8. Disability related information is considered to be highly confidential. In accordance with the Section 504 of the Rehabilitation Act and Title I of the ADA, such information will be kept in secure files with limited access. The Disability Counselor is responsible for collecting and holding disability related information on behalf of the institution. Access will be limited to those included in a signed release form from the student and shared on a need-to-know basis with written permission.
9. Haywood Community College reserves the right to review the need for provided accommodations to determine whether they continue to be necessary and appropriate for the student.

## **Identification of Students with Disabilities**

The Disability Counselor has several means of identifying students with disabilities. These include but are not limited to:

- 1) student disclosure by letter, e-mail, phone, or face-to-face
- 2) referrals from faculty and/or staff
- 3) outside agencies

Regardless of the source, students are our first priority. We are committed to providing them with the opportunity to succeed.

## **Procedures – Where Do We Go From Here?**

- Each student must personally disclose his/her disability to the Disability Counselor.
- All students who wish to receive accommodations must provide written documentation of the specific disability by giving permission to his/her physician, psychologist, psychiatrist, or other licensed/certified professional to release the appropriate information.
- Each student must present current documentation (within three years).
- Each student must sign a release of information giving the Disability Counselor permission to discuss with or release information about his/her disability to the student's instructors for academic purposes on an as needed basis. All information is treated as confidential and can be used for academic purposes only.
- The Disability Counselor meets with each student individually to discuss specific accommodations.
- The Disability Counselor completes an Accommodation Request Form that explains the necessary accommodations. Students are encouraged to discuss their needs with the instructor further. Because the student's needs may change, the accommodations are reevaluated each semester.
- An effort is made to create a partnership between faculty, the student, and the Disability Counselor.

# Documentation Requirement

It is illegal for an institution to inquire about a disability prior to admittance. In post-secondary education, it is the student's responsibility to disclose to the Disability Counselor if accommodations are wanted. Students are not entitled to accommodations until the documentation of the disability is on file. However, if the student is being evaluated or waiting on documentation, the law allows the student to receive services and accommodations for up to one semester.

# Implementation of Services

The securing of or the implementation of academic services is the student's responsibility. The Disability Counselor offers support throughout the process. The primary goal of the Disability Counselor is to foster student independence. The Disability Counselor serves as a consultant and as a resource for students, faculty, and staff about disability services. The Disability Counselor strictly adheres to the confidentiality policy and requires written permission to release or discuss personal information.

# Rights and Responsibilities

## The College's Rights

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities
- Request and receive current documentation from a qualified professional that supports request for accommodations, academic adjustments, and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services
- Select among equally effective accommodations, academic adjustments, and/or auxiliary aids and services
- Refuse to provide accommodations, academic adjustments, and/or auxiliary aids and services that impose a fundamental alteration on a program or activity of the college

## The College's Responsibilities

- Accommodate the known limitations of an individual or an otherwise qualified student with a disability
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services and activities
- Maintain appropriate confidentiality of records and communication, except where permitted or required by law
- Maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction

## **The Student's Rights**

- Equal access to courses, programs, services, jobs, and activities offered by the college
- Equal opportunity to work, learn, and receive accommodations, academic adjustments, and/or auxiliary aids and services
- Confidentiality of information regarding their disability, as applicable laws allow
- Information available in accessible formats

## **The Student's Responsibilities**

- Meet qualifications and maintain essential instructional standards for courses, programs, services, and activities
- Disclose disability status in a reasonable and timely manner
- Provide disability documentation dated within three years from a qualified professional that reflects the student's current disability status and how the disability limits participation in courses, programs, services, and activities
- Follow published procedures for obtaining academic adjustments, auxiliary aids, and/or services

## **Suggestions for Students**

- Disclose the disability and request accommodations as soon as possible. Some accommodations require extra preparation time.
- Attend classes and follow instructions provided in the class syllabus concerning absences, emergency needs, or other information specific to the class.
- Inform instructors of planned absences in advance.
- Contact other agencies for possible eligibility for additional services.
- Arrange for personal attendants, if needed. Colleges are not required under ADA to provide personal attendants, tutors, or personal items such as hearing aids, prosthesis, individually designed and fitted extensions, or wands for computer or other resource operations.
- Students should process their own college business, such as registration, drop/add, refunds, etc.

## **Student Absences from Class**

Regular class attendance is a student obligation. A student is responsible for all the work, including tests, homework, and in class assignments for all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. Absences from class for valid reasons (including disability related medical situations) are excused only by the instructor.

## **Evacuation Procedures for Individuals with Disabilities**

Students with a disability should disclose the disability with the Disability Counselor and complete the Evacuation Plan for Individuals with Disabilities. In addition, each instructor should assist in the identification of all individuals in their classes who might need assistance in

exiting the building in case of an emergency at the beginning of each semester by notifying the Disability Counselor. This includes any person with limited mobility, visual impairment, hearing impairment, or any other permanent or temporary impairment who may have difficulty following directions in an emergency situation. Instructors should discuss these issues with their students in class. *Building elevators may not be available for use and those with limited mobility may require assistance.*

## **Procedures to Follow**

1. The building should be evacuated immediately when instructed by the Incident Commander and/or designee.
2. Most students with visual impairments should be familiar with the immediate area they occupy. In the event of an emergency, tell the student the nature of the emergency and offer to guide him/her to the nearest exit. If he/she wants assistance, ask him/her to take your elbow and escort him/her to the nearest exit.
3. Students with hearing impairments may not perceive emergency alarms. An alternative technique of notification may be required. Alternative methods are (1) writing a note explaining the emergency and the nearest evacuation route, (2) turning the light switch on and off to gain the student's attention, then explain by gesturing or in writing the emergency and the nearest evacuation route, and (3) giving directions to the sign language interpreter, if present, to relay message to the student.
4. Students using crutches, canes, or walkers should be treated as if they have a permanent disability for evacuation purposes.
5. Students with limited mobility should be able to exit safely without assistance if on the ground floor. However, it may be dangerous to move some students who have minimal mobility. Each individual's needs vary. Always ask the student what his/her evacuation plan requires in regards to being moved from a wheelchair. Some students may have artificial respirators attached. These students should be given priority in assistance if smoke and/or fumes are evident. Their ability to breathe may be jeopardized.

## **Service Animals**

### **Introduction**

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and state law, Haywood Community College may be required to accommodate an otherwise qualified individual with a disability by making reasonable accommodations in its services, programs, or activities. The college acknowledges the health and safety interests of its general community. This regulation addresses the use of service animals on campus by qualified individuals with disabilities. Pets and therapy animals are not considered service animals and therefore are not covered by this regulation.

### **Definitions**

*Service animal* is defined as any guide dog, signal dog, or other animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing animal protection or rescue work, pulling a wheelchair, or fetching dropped items. If an animal meets this definition, it is considered a service animal for

purposes of this regulation even if it has not been licensed or certified by a state or local government, or by a private agency.

*Pet* is defined as a domestic animal kept for pleasure or companionship.

*Therapy animal* is defined as an animal with good temperament and disposition, and who has reliable, predictable behavior, selected to accompany people with disabilities. The animal may be incorporated as an integral part of a treatment process. A therapy animal does not assist an individual with a disability in the activities of daily living. The therapy animal does not accompany a person with a disability at all times, unlike a service animal that is always with a person with a disability. A therapy animal is not considered to be a service animal under this regulation or other disability law.

*Disability* is defined as a physical or mental impairment that substantially limits one or more major life activities of an individual.

*Visitor* is defined as a person other than a student, faculty member, or employee of Haywood Community College who is a guest on campus and/or who participates in a college program, service, or activity.

### **Responsibilities of Persons Using Service Animals**

The care and supervision of a service animal is the responsibility of the person using the animal's services (hereinafter "owner"). The owner must ensure that the animal is in good health and has been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association. For example, dogs should have routine maintenance for flea and tick prevention, de-worming, and have annual examinations.

Dogs must wear a rabies tag. [NC Rabies Law-N.C. Gen. Stat. § 130A-185] If an animal other than a dog is to be used as a service animal, the Disability Counselor must approve the health requirements regarding that animal. The owner must comply with the Haywood County ordinance requiring that all dogs be licensed.

The owner must keep the service animal on a leash/lead when the animal is in a public area (i.e. classroom, library, outdoors on campus, etc.), unless the service animal is required to perform a task that it could not accomplish while on a leash/lead or the owner is otherwise unable to maintain the animal on a leash/lead due to a disability; in such case the owner still must be able to maintain control over the animal. The owner does not need to keep the service animal on a leash/lead in private areas assigned to the owner (e.g., the owner's office) or private areas assigned to a third party if the third party consents to the animal being off leash/lead.

The owner must be in full control of the animal at all times.

The owner of the service animal must clean up after the animal. An appropriate area will be designated for the animal.

The owner is responsible for the cost to repair any damage done by the service animal to college property.

Any student who violates any provision of this regulation is subject to discipline under the

Student Code of Conduct. Such discipline may include the restriction or removal of the service animal.

### **Responsibilities of the College Community**

Members of the college community shall allow a service animal to accompany the owner at all times and everywhere on campus except where specified below; not touch or feed a service animal unless invited to do so; not deliberately startle an animal; and not separate nor attempt to separate a service animal from its owner.

In emergency situations members of the college community shall notify all safety and security personnel of the existence and possible location of service animals on campus; identify places where service animals will be dealt with in cases of emergencies; and provide training to safety and security personnel as to possible service animal responses to smoke, fire, wind, excessive rain, hail or flooding, noise, explosions, and similar emergency situations.

### **Areas Restricted to Service Animals**

The college may prohibit the use of service animals in certain locations due to health or safety restrictions, where service animals may be in danger. Such restricted locations include, but are not limited to, food preparation areas, mechanical rooms/custodial closets, wood/metal/machine shops, areas where protective clothing is necessary, and/or other areas where the animal's presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting the appropriate department and/or laboratory representative and the Disability Counselor. The college will pursue an interactive process to determine whether or not admission of the service animal will be granted or denied. The person directing the work in the restricted area will make the final decision regarding access based on the nature of the activities occurring in the area and the best interest of the animal.

### **Removal of Service Animals**

The college has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the college's services, programs, or activities. If such behavior or condition persists, the owner may be directed not to bring the animal into public campus areas until the problem is rectified.

### **Conflicting Disabilities**

If another person on campus has a covered disability under the ADA, including an allergic reaction to animals, and that person has contact with a service animal approved for presence on campus, a request for assistance will be made to the Disability Counselor who will consider all facts surrounding the contact and make an effort to resolve the issue.

### **Visitors**

Service animals accompanying individuals with disabilities are welcome in all areas of campus that are open to the public, except in situations determined to apply above. Specific questions

related to the use of service animals at Haywood Community College by visitors can be directed to the Disability Counselor.

## **Service Dogs in Training**

Service dogs in training may be admitted to facilities open to the public. Service dogs in training must wear a harness or leash and special cape and the trainer must present credentials for the dog issued by a school for dog training.

## **Student Grievance Procedure**

### **A. Purpose**

The purpose of the student grievance procedure is to provide a system to channel student complaints against faculty and staff concerning the following:

1. Alleged discrimination on the basis of age, sex, race, disability or other conditions, preference or behavior, excluding sexual harassment complaints.
2. Sexual harassment complaints should be directed to the Vice President of Student Development Services. Because of the sensitive nature of this kind of complaint, a conference with the Vice President will replace the first step of the grievance procedure. The Vice President will counsel with the student to determine the appropriate action that is required. If the grievance is not resolved after this meeting, then the remainder of the grievance procedure will be followed.
3. Academic matters, excluding individual grades, except where the conditions in item A above apply.

### **B. Procedures**

**1. First Step** - The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five (5) working days of the incident which generated the complaint.

**2. Second Step** - If the grievance is not resolved at the informal conference, the student may file a written grievance. A grievance form shall be made available to the student by the Vice President. The Vice President will explain the grievance process to the student. The completed grievance form must be presented to the Vice President within five (5) working days after satisfying the first step in the grievance process. The Vice President will then refer the grievance to the immediate supervisor involved. The supervisor shall respond in writing to the student within ten (10) working days of receipt of the grievance form from the department involved.

### **3. Third Step**

The student must go to the instructor or staff member where the alleged problem originated. An attempt will be made to resolve the matter equitably and informally at this level. The conference must take place within five (5) working days of the incident which generated the complaint.

If the written statement of the supervisor does not satisfy the grievant, a request to appear before the Student Grievance Committee may be made. The student must submit a written request within five (5) working days after receiving the written response of the supervisor.

The request shall include a copy of the original grievance form and the reason why the supervisor's response is unsatisfactory. A copy of the supervisor's response must be attached to the request by the student.

The Vice President shall notify immediately the President who shall insure that the Committee is organized in a manner consistent with Section C of this procedure (The Student Grievance Committee). The Vice President will send copies of the appeal to the members of the Committee, the employee, and the employee's supervisor. The employee against whom the grievance was filed shall be given an opportunity to respond in writing to the chairperson of the Committee.

Meeting(s) shall be conducted between five (5) and fifteen (15) working days following the date of the request. A postponement may be granted by the chairperson upon written request of either party if the reason stated justifies such action.

The Committee shall hold interviews with the grievant, the employee, and the supervisor, singularly, and in the absence of other witnesses. The committee may interview any additional witnesses that it considers necessary to render a fair decision.

The Committee shall decide by a majority vote the solution of the grievance. In case of a tie, the chairperson shall vote thus breaking the tie. The chairperson shall forward a copy of the Committee's decision to all parties involved and to the office of the President of the College within two (2) working days.

#### ***4. Fourth Step***

The Committee's decision may be appealed by either party involved to the President of the College within ten (10) working days of the Committee's decision. The President shall review the Committee's findings, conduct whatever additional inquiries that are deemed necessary, and will render a decision within ten (10) working days to receipt of the appeal.

#### ***5. Fifth Step***

Either party involved may file an appeal with the Board of Trustees if they feel due process was not followed. The Board of Trustees or a committee of the Board may review information to date and render a decision without the personal appearance before them of the parties of the Review Committee hearing or they may choose to have the parties appear before them before rendering a decision regarding compliance with due process. The decision of the Board will be made within twenty (20) working days and will be final.

### **C. The Student Grievance Committee**

The Disciplinary Review Committee may serve as the Student Grievance Committee or, at the direction of the President, a new committee may be formed for each grievance.

Committee makeup and method of appointment will be the same as for the Disciplinary Review Committee.

### **D. Right of Parties Involved in a Grievance**

When a grievance committee meeting is scheduled, the parties involved are entitled to:

1. A written notice of the complaint.
2. A written notice of the time and place of the meeting. This notice shall be forwarded to all parties at least five (5) working days prior to the meeting unless they waive this requirement.
3. Review all available evidence, documents, or exhibits that each party may present at the meeting.
4. Have access to the names of the witnesses who may testify.
5. Appear in person and present information on his or her behalf, call witnesses, and ask questions of any person present at the meeting.

6. The right to counsel. The role of the person acting as counsel is solely to advise the client. The counsel shall not address the Committee.

## **Confidentiality**

Haywood Community College will not release any information about a student's disability without written consent. This is the law and ethical counseling practice. Each student is asked to sign a release to allow the Disability Counselor to exchange information regarding the disability on an as needed basis for appropriate educational purposes.

**Students have the right not to disclose specific information about their disability to instructors. However, students are encouraged to speak with instructors so that instructors can best meet the needs of the students.**

## **Disability Student Parking**

All students displaying a handicap decal will find parking in designated areas. These special parking permits can be obtained from the Department of Motor Vehicles in Raleigh, NC. Students having these decals are permitted to park in these designated parking spaces. Temporary disability permits are available for eligible students through the Disability Counselor.

## **Commonly Provided Classroom Accommodations**

To qualify for any of the following accommodations, a student must be registered with the Disability Counselor. Appropriate documentation must be current and on file.

***Interpreter Services*** – If a student needs an interpreter, he/she must register with the Disability Counselor, make a request, and provide appropriate documentation. It is very important that all class schedules are given to the Disability Counselor as soon as the classes have been scheduled. Any change in a class schedule should be reported immediately.

***Note taker Services*** – If a note taker is needed, the instructor will attempt to find an individual who is willing to serve as the note taker for the student. This is usually a volunteer position. The student must make the request and provide appropriate documentation.

***Textbooks on Tape*** – Textbooks on tape are available through Recordings for the Blind and Dyslexic (RFB&D). Students must have a documented impairment that effect reading. If the student is not a member of RFB&D, arrangements can be made for the student to receive an application. The cost of the application is the responsibility of the student. Outside agencies have assisted with this fee.

***Reader Services*** – Students who have a visual impairment may qualify for reader services. Documentation must be on file to warrant this service.

***Tutorial Services*** – Tutorial services are offered through the Teaching and Learning Center (TLC) located in the 300 Building. Tutors are currently enrolled students and are paid by the college. Instructors can refer students to the TLC for assistance. Faculty also is encouraged to assist students.

***Testing Accommodations*** – With appropriate documentation, students may qualify for the following testing accommodations: extended test time, a reader, a quiet, separate room, use of adaptive equipment, alternative examination formats. Only those recommended accommodations that facilitate equal access to the testing process will be made.



## **Procedures for Requesting Accommodations at Haywood Community College**

In compliance with the Americans with Disabilities Act (section 504 of the Rehabilitation Act of 1973), as students disclose disabilities the following must be done in order for Haywood Community College to provide reasonable accommodations:

1. The student provides proof of the disability from a physician, psychologist or other appropriate expert stating the nature of the disability and recommendations for needed accommodations. The documentation must be within three years of current enrollment term at HCC (the high school IEP will not serve as a substitute). The documentation must be completed and signed by a licensed or credentialed professional who is a good match for the disability described, include a clearly stated specific diagnostic statement that describes how the condition was diagnosed and its impact, typical progression, and how the condition impacts the individual now, include a description of diagnostic methods, include current medications and recommendations for accommodations specific to the disability. *HCC's staff is not able to diagnose disabilities.*
2. The student provides a list of desired accommodations that he/she thinks will be needed to be successful in the classroom or clinical site.
3. The counselor documents the accommodations that the college will provide as determined from the appropriate documentation and the student/counselor interview.
4. All of the above information is collected by the counselor and filed with a copy of the mutually agreed upon accommodations.
5. The student reviews the accommodations with each instructor prior to or at the beginning of each semester.
6. The accommodations are reviewed at the beginning of each semester the student wishes to receive accommodations.

For more information, contact Angie Uhl-Kalev at 828.627.4504 or at [auhl-kalev@haywood.edu](mailto:auhl-kalev@haywood.edu).



**RELEASE FOR EXCHANGE OF INFORMATION**

In order to provide appropriate accommodations, it is often necessary for the Disability Counselor to consult with others involved with the student requesting services. With the understanding that professional discretion will be exercised when disclosing any confidential information, I hereby give permission for the information regarding my disability to be exchanged as needed with the following parties. This authorization shall remain in effect for the duration of my enrollment unless revoked in writing.

HCC Faculty/Staff	Yes	No
HCC Tutors	Yes	No
Parent(s)/Guardian(s) of the student	Yes	No
Name	_____	
Name	_____	

Vocational Rehabilitation	Yes	No
Name	_____	
Name	_____	

Mental Health Services	Yes	No
Name	_____	
Name	_____	

Others	Yes	No
Name	_____	
Name	_____	

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## Student Voluntary Self-Disclosure of Disability

***To be completed by students who have been admitted to the college AND have a diagnosed disability for which they are requesting accommodation.***

Haywood Community College (HCC) complies fully with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. We are committed to providing equal access for all students. This self-identification of disability form assists us in providing students with disabilities reasonable accommodations to ensure equal access to programs and facilities.

(Please print)

Full Name \_\_\_\_\_ Student ID \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

**Please check the area(s) that apply to you:**

ADD/ADHD \_\_\_\_\_

Learning Disability (please specify) \_\_\_\_\_

Visual Impairment \_\_\_\_\_

Hearing Impairment \_\_\_\_\_

Physical/Mobility Impairment \_\_\_\_\_

Psychological Disability (please specify) \_\_\_\_\_

Other (please specify) \_\_\_\_\_

**The provision of reasonable academic accommodations and services is based upon the student's disability.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**ADA Checklist**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Address \_\_\_\_\_

Telephone(s) \_\_\_\_\_

Email Address \_\_\_\_\_

Major \_\_\_\_\_ Advisor \_\_\_\_\_

\_\_\_\_\_ Received Procedures for Requesting Accommodations at HCC

\_\_\_\_\_ Completed Student Voluntary Self-Identification of Disability Form

\_\_\_\_\_ Submitted documentation received from physician, psychologist, or other appropriate professional

\_\_\_\_\_ Submitted list of requested accommodations

\_\_\_\_\_ Signed Release for Exchange of Information

\_\_\_\_\_ Completed Equipment Agreement

\_\_\_\_\_ Completed Interpreter Services Agreement

\_\_\_\_\_ Completed Evacuation Plan

\_\_\_\_\_ I understand that it is my responsibility to inform each of my instructors of my disability and to request accommodations.

\_\_\_\_\_ I understand that it is my responsibility to request a tutor, if desired, through the Teaching and Learning Center (TLC).

\_\_\_\_\_ I understand that at the beginning of each semester I must review my Accommodations Plan with the Disability Counselor.

\_\_\_\_\_ Student \_\_\_\_\_ Date

\_\_\_\_\_ Counselor \_\_\_\_\_ Date



## Evacuation Plan for Individuals with Disabilities

\_\_\_\_\_  
Name Student ID

\_\_\_\_\_  
Home Phone Cell Phone

\_\_\_\_\_  
Address, City, State, Zip

The documented disability:

- |  |   |
|--|---|
| <input type="checkbox"/> Behavioral/Emotional Disability | <input type="checkbox"/> Attention Deficit Disorder |
| <input type="checkbox"/> Educable Mental Handicap        | <input type="checkbox"/> Specific Learning Disorder |
| <input type="checkbox"/> Deaf/Hard of Hearing            | <input type="checkbox"/> Reading                    |
| <input type="checkbox"/> Orthopedic Impairment           | <input type="checkbox"/> Written Expression         |
| <input type="checkbox"/> Traumatic Brain Injury          | <input type="checkbox"/> Mathematics                |
| <input type="checkbox"/> Dyslexia                        | <input type="checkbox"/> Speech Impairment          |
| <input type="checkbox"/> Visual Impairment               | <input type="checkbox"/> Other Health Impairment    |

In the case of a medical emergency contact \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In the case of an emergency of a non-medical nature \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Counselor Date

