

# **Northwest-Shoals Community College ADA Handbook**

2018 Edition

It is the official policy of the Alabama Department of Postsecondary Education and Northwest-Shoals Community College that no person in Alabama shall on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. The College complies with nondiscriminatory regulations under Title VI and Title VII of the Civil Rights Act of 1964; Title IX Education Amendment of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act (ADA) of 1990.

Women and members of minority groups are encouraged to participate in college activities.

The College is committed to a drug free learning and work environment through education, intervention, and enforcement.

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## **Introduction**

Northwest-Shoals Community College (NW-SCC) is committed to the achievement of maximum human potential. In keeping with this, the college fully supports and complies with the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008. NW-SCC'S intention is to provide students with opportunities for success without any obstacles. NW-SCC strives to create a welcoming environment and will work in good faith to meet the needs of all populations.

NW-SCC provides services and reasonable accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, and is in compliance with the policies established by the Alabama Community College System (ACCS). The ACCS is committed to working with individuals with disabilities. It is a goal of the ACCS to ensure that students with disabilities have the programmatic and architectural accesses needed for integration into campus life.

All applicants must meet the academic and technical standards requisite to admission or participation in programs and/or activities at ACCS institutions. ACCS institutions will not reduce standards in the grading and/or evaluation of students. Academic requirements that are determined by the respective institutions to be essential or fundamental will not be modified.

The NW-SCC policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students with disabilities, however, to seek available assistance at NW-SCC and to make their needs known. The designated ADA Office that obtains all files for disability-related documents certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations for students with disabilities is located on the Shoals Campus, Building 100, Room 122C. (For accommodation forms on the Phil Campbell Campus, see Sarah Wright in the Student Success Office, Building 306, Room L6).

This document is intended to acquaint students with the procedures for ensuring access to Northwest-Shoals Community College for students with disabilities. All questions regarding disabilities or reasonable accommodations should be referred to the ADA Office (Building 100, Room 122C) or 256-331-5263.

Northwest-Shoals Community College is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

**Northwest-Shoals ADA Office  
Contact Information**

**ADA Coordinator**

Tom Carter, Assistant Dean/ADA Coordinator  
Shoals Campus  
Building 100, Room 122D  
256-331-5263 (office)  
256-331-5315 (fax)  
tom.carter@nwsc.edu

**ADA Secretary (Shoals Campus)**

Sharon Jo McBride  
Shoals Campus  
Building 100, Room 122C  
256-331-5262 (office)  
256-331-5315 (fax)  
mcbride@nwsc.edu

**ADA Secretary (Phil Campbell Campus)**

Sarah Wright  
Phil Campbell Campus  
Building 306, Room L6  
256-331-6353 (office)  
256-331-6329 (fax)  
sarah.wright@nwsc.edu

## **Prospective Students**

### **Admission**

All prospective NW-SCC students must apply for admission to NW-SCC. The Office of Admissions handles all applications for admission to Northwest-Shoals Community College. Admissions standards are described in the [NW-SCC Catalog/Student Handbook](#) and must be met by all students, regardless of disability.

To contact the Office of Admissions:

By phone:

256-331-5363 (Shoals campus)

256-331-6219 (Phil Campbell campus)

In person:

Building 100, Room 120 (Shoals campus)

Building 301, Admissions Office (Phil Campbell campus)

### **Self-Identification of Disabled Status**

In keeping with the Alabama Community College System guidelines, NW-SCC does not seek out and identify disabled students needing reasonable accommodations. Students with disabilities must self-identify and request assistance. When to self-identify as a student with a disability is a decision the student must make for himself or herself. Self-identification as a student with a disability can be done before or after admission to NW-SCC.

Prospective students are encouraged to contact the NW-SCC ADA Office for information regarding services and facilities, to discuss questions pertinent to admission, and to discuss essential functions related to individual programs and admission to those programs.

Please refer to the Procedures page for more information.

## **Services Offered for Students with Disabilities**

To be eligible for disability-related services, students must have a documented disability condition as defined by the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA, the ADAAA, and Section 504, an individual with a disability is a person who:

1. Has a physical or mental impairment that substantially limits one or more major life activities (e.g., walking, standing, seeing, speaking, hearing, sitting, breathing, taking care of oneself, etc.);
2. Has a record of such an impairment (e.g., a history of cancer, heart disease, or mental illness);
3. Is regarded as having such an impairment (e.g., having high blood pressure or a prominent facial scar).

### **ADA Office**

At NW-SCC, the ADA Office is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations. Reasonable accommodations are provided to ensure access to all College courses, programs, services, activities, and facilities, including those that are off-site, such as field trips, internships, and fieldwork. Services for students with disabilities provide individualized accommodations and support services where necessary and meeting NW-SCC demands, while promoting student responsibility and self-advocacy. The ADA Coordinator views the provision of reasonable accommodations for students with disabilities as a collaborative effort, requiring the cooperation of faculty, staff, students, and appropriate agencies.

Students who choose not to self-identify when they enter NW-SCC do not forfeit their right to identify themselves and to receive accommodations at a later date.

However, NW-SCC is not obligated to provide accommodations or services for students with disabilities until students are registered with the ADA Office and make known their need for accommodations each semester. Accommodations are not retroactive in this situation. If a student has not registered with the ADA Office, the ADA Office is not responsible for past courses, tests, or assignments that student might have failed. The ADA Office can only assist with accommodations and services after the student has registered with the ADA Office and been approved for accommodations.

### **Technology Access and Assistance**

The ADA Coordinator will refer ADA students who need technology services to the Information Technology Department, where technology services will be provided as recommended and available.

When possible, the College may, upon request, be able to make a recording of printed information needed for assignments.

For students requiring the use of special computer settings, the Information Technology Department can assist in changing computer settings to display large print and related formats. Several 17-inch computer monitors are available in various labs on both campuses to provide a larger display for students who require that. To inquire about where a 17-inch monitor is located, contact the Information Technology Department. The loan of computers for classroom use may also be arranged by contacting the Shoals-campus ADA Office at 256-331-5262.

To contact the Information Technology Department, call 256-331-5344

### **Library Access and Assistance**

The ADA Coordinator will refer ADA students who need library services to the library, where library services will be provided as recommended and available.

For library users with physical disabilities, reasonable efforts will be made to maintain a barrier-free facility. Although some book stacks have shelves beyond the reach of someone in a wheelchair, assistance is available at the circulation desk upon request. Other types of assistance may also be requested at these service areas or in any library.

For library users who are visually impaired, a Telesensory Xerox CCTV is available for use with printed materials. Special provisions can be made for acquiring recorded materials through the sub-regional library for the blind and physically handicapped, located in the Huntsville Public Library. In addition, information can be provided on how to acquire recordings of textbooks through Records for the Blind, a nonprofit service organization that provides college students with textbook and research books on audiocassettes. The organization does not provide for institutional membership; consequently, students and employees must contact Records for the Blind directly. If necessary, efforts will be made to locate instructional materials in Braille.

For library patrons who are hearing impaired, a TDD machine is available through the ADA office. These video recordings can be checked out by the library user on a semester basis, but must be returned at the end of the semester. Whenever available, closed captioned audiovisuals will be selected for purchase or rental.

Community patrons with disabilities that require special library services will be referred to the sub-regional library for the blind and physically handicapped at the Huntsville Public Library. The NW-SCC libraries will make every effort to cooperate with Huntsville Public Library to provide materials as a community service.

Guide dogs and assistance dogs are allowed in all parts of the NW-SCC libraries on both campuses. For students who are homebound, library resources will be provided through the mail, through the Internet, and through telephone reference services. If needed, homebound students may check out materials for instructional purposes.

Additional accommodations for library services or facilities for persons with disabilities will be made on a case-by-case basis, in compliance with the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). Determination of “undue burden” under that act will be made by the Director of Library Services in conjunction with the ADA Coordinator, who is the college’s Title 94-504 Coordinator.

### **Distance Education**

NW-SCC offers a variety of courses in blended and online formats. ADA students who wish to take these courses must complete the Distance Education Orientation before enrolling in blended or online classes. ADA students must still adhere to the requirements of these courses, including the requirements for on-campus testing, though reasonable ADA accommodations will be honored as they would be in an on-campus course. Students must have accommodation requests on file with the ADA Office and approved by the ADA Coordinator before accommodations will be made for distance education students.

To contact the Office of Distance Education for more information about blended or online courses, call 256-331-5395 or 256-331-5453.

### **Counseling Services**

Career counseling and academic counseling are provided by the Student Success Center (256-331-5207) and Advising Center (256-331-5297). Counseling provided is career and academic in nature. NW-SCC does not provide psychological or emotional counseling.

### **Campus Parking**

Special blue zone parking areas are available for students who are certified for disabled parking by their home state. Students with disabilities must display a handicapped zone-parking permit issued to the student as operator of the vehicle by the State. Students must also obtain a NW-SCC parking decal, available in the Cashier’s Office on each campus.

# **Documentation and Accommodations**

## **Eligibility for Services**

The ADA Office requests disability-related documents from the appropriate licensed professional to certify a student as having a disability and to determine reasonable accommodations. It is the responsibility of the student to request accommodations each semester from the ADA Office. The cost of obtaining documentation is borne by the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, the ADA Office has the discretion to require additional documentation. Any cost of obtaining additional documentation is also borne by the student.

High school IEP documents are NOT an acceptable form of documentation.

A detailed description of the required documentation is available in Appendix A of this document and from the ADA Office.

## **Determining Reasonable Accommodations**

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to similarly-situated students without a disability. NW-SCC is obligated to make reasonable accommodations only to the known limitations of an otherwise qualified disabled student. To determine reasonable accommodations, the ADA Coordinator may seek information from appropriate college personnel regarding essential standards for courses, programs, services, activities, and facilities. Final determination of reasonable accommodations is made by the ADA Coordinator.

Reasonable accommodations are determined by examining the following:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove the barriers;
3. Whether or not the student has access to the course, program, service, activity, or facility without accommodations; and
4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodations.

## **Common Academic Accommodations**

Providing reasonable accommodations for students with disabilities requires an individual assessment of need and is a problem-solving process. Specific accommodations depend upon the nature and requirements of a particular course or activity and the skills and functional abilities of a particular student. Below is a partial list of common appropriate academic accommodations.

- Extended time on exams
- Permission to tape lectures
- Change in test format
- Alternative test formats (short answer, multiple choice, oral, essay)
- Computer or basic calculator for exams
- Exam administered in two parts
- Private, quiet exam room
- Readers and scribes
- Priority registration
- Enlarged print/graphics
- Textbooks on tape
- Handouts of overhead materials
- Cordless FM system
- Removal of structural barriers
- Class note taker
- Early syllabus
- Use of spell checker
- Extra time for assignments
- Alternative evaluation methods
- Special parking
- Text telephone

Students with disabilities are responsible for informing NW-SCC about the disability and the need for reasonable accommodation. This should be done prior to or upon enrollment at NW-SCC and before each subsequent semester of enrollment at NW-SCC. Students must furnish adequate documentation of their disabilities from medical or other appropriate professionals in order to substantiate the need for services.

### **Obtaining Academic Accommodation**

- Disabled students who require accommodations must seek assistance from the ADA Office in a timely manner, usually prior to the start of classes or as soon as a disability becomes known. It is recommended that students needing accommodations complete the appropriate application (see Appendix B) and request for accommodation 3-6 months in advance of the first term of enrollment in order to have time to receive the required documentation.
- Disabled students will provide documentation each semester.
- The ADA Office will file official documentation of the disability, including information about the manifestations of the disability.
- The ADA Office will ensure that disability-related documents are kept confidential and shared with college personnel on a limited and need-to-know basis.
- The ADA Office and the disabled student will discuss the interaction between the disability and the academic environment and determine the reasonable accommodations.

Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur in situations that are new, complex, or sensitive.

- The ADA Office will outline the process for the provision of reasonable accommodations and will present this verbally and in writing to the student. In determining reasonable accommodations, the following questions will be answered:
  - what accommodations will be provided,
  - why they will be provided,
  - when they will be provided,
  - who is responsible for providing them, and
  - how they will be provided

Standard policies and procedures established by the ADA Office for auxiliary aids and services will be included in the plan.

- The ADA Office will write individualized letters to faculty members certifying that the student has a disability and stating the determined reasonable accommodations (see Appendix C). The provision of accommodations is often shared among faculty, the student, and the ADA Office. The letter details the provision of the recommended accommodations, including who is responsible for the provision of the accommodations, when the accommodations will be provide, and how they will be provided. The letter also invites faculty to contact the ADA Coordinator if there are concerns or questions about the accommodations. Instructors will be expected to assist with the provision of accommodations when reasonable and necessary. Instructors are not expected to compromise essential elements of the course or evaluation standards.
- Disabled students will be responsible for contacting the ADA Office if reasonable accommodations are not implemented in an effective or timely way. The ADA Office will work with college personnel and disabled students to resolve disagreements regarding recommended accommodations.
- Students with disabilities who believe they have been discriminated against on the basis of their disability may file a grievance with the ADA Office. Please see page 13 of this handbook regarding grievance procedures.

## Confidentiality and Release of Information

Northwest-Shoals Community College is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes.

Guidelines about the treatment of such information have been adopted by the ADA Office and are rigorously followed, as well as shared with students. These guidelines incorporate relevant state and federal regulations:

1. No one has immediate access to student files in the ADA Office except staff from the ADA Office. Any information regarding disability gained from medical examinations or appropriate post-admissions inquiry shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. Disability-related information is to be treated as medical information is treated. For example, NW-SCC faculty and staff do not have a right or a need to access diagnostic or other information regarding a student's disability; they only need to know what accommodations are necessary or appropriate to meet the student's disability-related needs. If a student has requested an accommodation, the student will be informed as to what information is being provided to the faculty or staff regarding the request. To protect confidentiality by assuring limited access, all disability-related information must be filed with the ADA Office.
2. Information in files will not be released except in accordance with federal and state laws, which require release in the following circumstances:

If a student

- states he or she intends to harm himself, herself, or another person(s);
  - reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults within the last three years (this includes the occurrence of abuse or neglect to the student if he or she was under age eighteen at the time of the abuse);
  - reports the use of an illegal drug for non-medical purpose during pregnancy; or
  - reports or describes sexual exploitation by counseling or healthcare professionals.
3. A student's file may be released pursuant to a court order or subpoena.
  4. A student may give written authorization for the release of information when she or he wishes to share it with others. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless it is required by federal or state law.
  5. The ADA Office will retain a copy of all information provided. If a student wishes to have a record expunged, he or she must make a written request to the ADA Office who will decide whether it is necessary for the office to retain the record.
  6. A student has the right to review his or her own file.

## **Testing Policy**

Students requesting testing accommodations must meet with the ADA Coordinator during the first two weeks of each semester to request referrals to give to the students' professors for modified testing.

### **Please complete the following steps:**

1. Complete an Accommodations Request form. Submit appropriate documentation to the ADA Office (see Documentation section).
2. Schedule appointment with ADA Coordinator to discuss testing accommodations.
3. When the professor announces the test in class, discuss testing needs with the professor.
4. Make an appointment with the Testing Center (Building 127), if an alternate location is needed.

### **Student Guidelines for Modified Testing**

1. Disability must qualify the student for the requested accommodation.
2. Speak to professors to arrange tests and extra time, if necessary.
3. If alternate location is requested, it is the student's responsibility to make arrangements at least two days before the exam with the Testing Center in Building 127.
4. Students who utilize the Testing Center must sign-in and take the exam under appropriate supervision at the scheduled time.
5. Students who are unable to take the exam at the scheduled time must make other arrangements, first with the professor and then with the Testing Center.
6. Extra time does not mean unlimited time. Students receive time and a half for required testing (i.e. one hour exams extend to one and ½ hours, and two hour exams extend to three hours).
7. Exams that are given orally will be conducted by Testing Center personnel.

To contact the Testing Center:

By phone:

256-331-5282 (Shoals campus)

256-331-6297 (Phil Campbell campus)

In person:

Building 127, Room 109 (Shoals campus)

Building 301, Testing/Counseling and Career Center (Phil Campbell campus)

## **Grievance Procedures**

Students with disabilities are responsible for contacting the ADA Office if reasonable accommodations are not implemented in an effective or timely way. The ADA Office works with college personnel and students with disabilities to resolve disagreements regarding recommended accommodations. Students with disabilities who believe they have been discriminated against on the basis of their disability may file a grievance with the ADA Office.

### **Procedure for Filing a Discrimination Complaint Based on Disability**

A student who believes she or he has been discriminated against on the basis of disability can file a complaint with the ADA Coordinator in the Assistant Dean's Office (Building 100, Room 122D). To file a complaint alleging discrimination, please provide the following information in writing:

1. The issue involved in the alleged discriminatory act;
2. Identification of the complaining party's alleged disability;
3. The date of the alleged discriminatory act(s);
4. Details of what allegedly occurred; and
5. Identification of witnesses who have knowledge of the alleged discrimination.

If it is determined that NW-SCC policy and/or law was violated, a remedy to the problem will be offered by the ADA Coordinator. If it is determined that there was no violation, the complainant will be informed, and other options for possible resolution of the complaint will be explained.

## **Appendix A: Documentation Requirements for Verification of Disabilities**

# **Documentation Requirements for Verification of Disabilities**

## **Application and Documentation Guidelines Overview**

Students with disabilities who plan to attend Northwest-Shoals Community College and who need support services in the form of academic adjustments, modifications to policies, or auxiliary aids and services to ensure equal access to programs and services offered by Northwest-Shoals Community College are encouraged to apply for assistance through the ADA Office. The ADA Office assists Northwest-Shoals Community College with meeting its ethical and legal obligations under these statutes. The application process includes:

- Submitting the appropriate application for services;
- Providing documentation of the disability that meets the enclosed guidelines;
- Receiving communication from the ADA Office that explains the status of the student's eligibility for services and/or what additional information is needed to further consider the application; and
- Meeting with the ADA Coordinator to collaboratively discuss and plan for disability-related needs and services at Northwest-Shoals Community College.

## **Requirements for Verification**

The Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 state that qualified students with disabilities who meet the technical and academic standards at Alabama Community College System institutions are entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment, which substantially limits a major life activity, a history of such impairment, or the perception of such impairment. Alabama Community College System institutions do NOT provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to the ADA Office to request accommodations. Appropriate documentation is defined as that which meets the following criteria for each of the disabilities listed on the following pages.

### **PLEASE SEND DOCUMENTATION TO:**

Tom Carter, Assistant Dean/ADA Coordinator  
Northwest-Shoals Community College  
P. O. Box 2545  
800 George Wallace Blvd.  
Muscle Shoals, AL 35662

## **Mobility Impairments**

(Includes, but is not limited to: Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, HIV/AIDS, Muscular Dystrophy, Spinal Bifida, Deaf/Hard of Hearing, or Blind/Low Vision)

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The documentation must be in a form of a letter or report from the treating diagnostician. The diagnostician should be qualified in diagnosing the disabling condition and an impartial individual who is not a family member of the student seeking services. Appropriate documentation includes:

- A clear statement of the medical diagnosis of the physical disability or systemic illness;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores, if appropriate;
- A description of present symptoms which meet the criteria of diagnosis or medical information relating to the student's needs and diagnosis, including the current treatment and medication, and the impact on the demands of the academic program, etc.
- A current letter/report (within 1 year) dated and signed providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, such as current functional abilities and limitations (e.g., the need for adapted aids, such as crutches, etc.);
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

## **Hearing Impairments**

Physicians, including otorhinolaryngologist and otologists, are qualified to provide the diagnosis and treatment of hearing disorders. Audiologists may also provide current audiograms. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. This documentation must be in the form of a letter or report from the treating diagnostician. Appropriate documentation includes:

- A clear statement of the diagnosis of deafness or hearing loss, with an audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate;
- Medical information relating to the student's needs and the status of the individual's hearing (static or changing), including the current treatment and medication, and the impact on the demands of the academic program, etc.;
- A current letter/report (within 1 year) dated and signed providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, for example, current functional abilities and limitations. The need for adapted aids, such as hearing aids, etc.,
- A statement of the functional impact or limitations of the hearing loss on learning or other major life activities, and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if additional learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

## **Vision Impairment**

Ophthalmologists and Optometrists are the primary professionals involved in diagnosis and treatment of individuals who are blind or experience low vision. Optometrists also provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties (including but not limited to: eye movement disorders, inefficiency in using both eyes together, misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders and motor integration). Fellows of the College of Optometrists in Vision Development may also provide therapy in treating the above optometric conditions. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The documentation must be in the form of a letter or report from the treating diagnostician. Appropriate documentation includes:

- A clear statement of a vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning;
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores;
- A description of present symptoms which meet the criteria for diagnosis;
- Medical information relating to the student's needs and status of the individual's vision (static or changing), including the current treatment and medication, and the impact on the demands of the academic program;

- A current letter/report (within 1 year) dated and signed providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile, such as current functional abilities and limitations (e.g., the need for adapted aids, such as corrective lenses, etc.);
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

### **Psychological Disorder**

(Includes but is not limited to: Depressive Disorders, Post-Traumatic Stress Disorder, Bipolar Disorders, and Dissociative Disorders)

A diagnosis by a licensed mental health professional including licensed clinical social workers (LCSW), licensed professional counselors (LPC), psychologists, psychiatrists, or neurologists is required and must include the license number. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The documentation must be in the form of a letter or report from the treating diagnostician. Appropriate documentation includes:

- A clear statement of the disability, including the DSM\_IV diagnosis and a summary of present symptoms;
- Supporting documentation including a summary of assessment procedures and evaluation instruments used to make the diagnosis as well as a summary of evaluation results, including standardized or percentile scores;
- A description of present symptoms which meet the criteria for diagnosis including defined levels of functioning and any limitations;
- Medical information relating to the student's needs and diagnosis to include the impact of current medication and treatment on the student's ability to meet the demands of the postsecondary environment;
- A current letter/report (within 1 year) dated and signed providing a statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested;

Further assessment by an appropriate professional may be required if other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

## **Traumatic Brain Injury (TBI)**

Head Injuries or Traumatic Brain Injuries are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation, and school psychologists; neuropsychologists; and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The documentation must be in the form of a letter or report from the treating diagnostician. Appropriate documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probably site of lesion;
- A summary of cognitive and achievement measures utilized and evaluation results including standardized scores or percentiles used to make the diagnosis;
- Assessment of cognitive abilities, including processing speed and memory;
- Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities);
- Medical information relating to the student's needs and diagnosis to include the impact of current medication and treatment on the student's ability to meet the demands of postsecondary environment'
- Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.);
- A current letter/report (post-rehabilitation and within 1 year) dated and signed, providing a statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

## **Learning Disabilities (LD)**

Professionals conducting assessment and rendering diagnoses of learning disabilities may be qualified. A diagnosis from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, or learning disability specialist is required. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that

legitimizes a student's request for appropriate accommodations. The documentation must be in the form of a letter or report from the treating diagnostician. Appropriate documentation includes:

- A clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits," "learning styles," and "learning differences," do not, in or of themselves, constitute a learning disability);
- Educational history documenting the impact of the learning disability;
- Alternative explanations and diagnoses are ruled out;
- Relevant test data with standard scores are provided to support conclusions, including at least: (a) WAIS-R; (b) Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language; (c) Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems;
- Clearly stated diagnosis of learning disability based upon DSM-IV criteria;
- Defined levels of functioning and any limitations, supported by evaluation data;
- Medical information relating to the student's needs and diagnosis to include the impact of current medication and treatment on the student's ability to meet the demands of the postsecondary environment;
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
- A current letter/report (within 3 years of enrollment date) dated and signed providing a statement of the functional impact or limitations of the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

**Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional will NOT be sufficient to document a learning disability.**

Further assessment by an appropriate professional may be required if co-existing ADHD or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

### **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

Attention Deficit Hyperactive Disorder is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or neuropsychologists. The diagnostician must be an impartial individual who is not a family member of the student seeking services.

The following guidelines are provided to assist the ADA Coordinator in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. The documentation must be in

the form of a letter or report from the treating diagnostician. Appropriate documentations include:

- A clear statement of ADD or ADHD with the DSM-IV diagnosis and a description of supporting past and present symptoms along with a clear statement of the presenting problem and diagnostic interview;
- Evidence of early and current impairment in at least two different environments (comprehensive history);
- Alternative explanations and diagnoses are ruled out;
- A summary of assessment procedures and evaluation instruments utilized to make the diagnosis, including at least: (a) WAIS-R; (b) Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language; and (c) Behavioral Assessment Instruments for ADD/ADHD normed on adults;
- A statement of the functional impact or limitations of the disorder or disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
- A current letter/report (within 3 years of enrollment date) dated and signed providing a statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

**Note: High School IEP, 504, and/or a letter from a physician or other professional will not be sufficient to document ADD or ADHD. Medications cannot be used to imply a diagnosis.**

Further assessment by an appropriate professional may be required if other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the ADA Coordinator at Northwest-Shoals Community College.

## **Appendix B: Application Forms**





Date: \_\_\_\_\_

I, \_\_\_\_\_ do hereby give my permission for **Tom Carter** or  
*(First, Middle and Last Name)*  
**Sharon Jo McBride/Sarah Wright** to discuss my accommodations and educational endeavors  
with the following individuals:

Vocational Rehab Counselor: \_\_\_\_\_

Name: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

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

\_\_\_\_\_  
Date

Witness: \_\_\_\_\_

Witness: \_\_\_\_\_

**“Dream. Believe. Achieve.”**

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**Shoals Campus** | P.O. Box 2545 | Muscle Shoals, AL 35662 | 256/331-5200 | Fax 256/331-5222  
**Phil Campbell Campus** | 2080 College Road | Phil Campbell, AL 35581 | 256/331-6200 | Fax 256/331-6272

## **Appendix C: Accommodation Letters**

**OFFICE OF DISABILITY SERVICES**  
Northwest-Shoals Community College  
ACCOMMODATION LETTER

**Semester/Year:** \_\_\_\_\_  
**Student ID#:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Course#:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_  
**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_  
**Address:** \_\_\_\_\_

The following is a request for academic accommodations in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All requests are highly confidential and should be kept in a secure place convenient with the instructor. Please be aware that these accommodations are in compliance with the Federal laws and any attempt to deny these requests is in defiance of the Americans with Disabilities Act. If you have questions or need further information about class accommodations, please feel free to contact: Tom Carter, Assistant Dean, P.O. Box 2545 Muscle Shoals, Alabama 35662 – Phone 256-331-5263.

**Accommodation Requested:**

- ✓ REGISTRATION Assistance
- ✓ Extended time on exams (1.5 or 2 )
- ✓ Extended time on in class assignments (1.5 or 2)
- ✓ Tape recording of lectures
- ✓ Use of calculator
- ✓ Reduced distraction in testing area
- ✓ Seating Middle Front row
- ✓ Copies of handouts, teacher notes, overhead and power point
- ✓ Excused Absences caused by disability
- ✓ Spell checker/dictionary for in class assignments
- ✓ Note-taker (peer)
- ✓ Permission to leave seat briefly if necessary
- ✓ Provision to make-up missed exams/assignments
- ✓ Permission to take breaks during exam
- ✓ Permission to leave class briefly to use restroom (even during exam time)
- ✓ Provision to stand and sit as needed
- ✓ Eat and drink in class, if needed
- ✓ Permission to leave class 5 minutes early
- ✓ Student may be tardy to class due to disability

**Notes:**

Signed:  \_\_\_\_\_  
Tom Carter

## **Appendix D: Essential Functions for Career Technical Occupations**

### **Accounting Technology**

● Meet admission standards
● Operate electronic calculating equipment
● Make journal entries
● Input and retrieve computer data
● Utilize average math skills
● Verbally communicate with customers and coworkers
● Communicate with customers and coworkers in writing
● Demonstrate dexterity with computer keyboard
● Operate office communication systems (e.g., phone, fax machine, etc.)
● Operate word processing software programs
● Operate personal computer
● Sit for prolonged periods of time

### **Air Conditioning, Heating, and Refrigeration**

● Meet admission standards
● Comply with local, state, and federal safety standards
● Read and interpret color coded chart, circuits, and devices
● Diagnose problems that are detected by changes in sound and/or smell
● Operate and read electronic measuring devices
● Use air conditioning charging and recovery systems
● Use small hand tools (e.g., screwdrivers, pliers, etc.)
● Work in confined areas
● Work 20 to 30 feet above ground level
● Lift 100 pounds

### **Auto Collision Repair**

● Meet admission standards
● Comply with local, state, and federal safety standards.
● Remove and replace damaged parts
● Discern paint colors and charts
● Work in confined spaces
● Operate pneumatic tools and paint sprayer
● Move and/or drive automobile
● Lift 75 pounds

### **Auto Mechanics**

● Meet admission standards
● Comply with local, state, and federal safety standards
● Remove and replace damaged, defective, or worn parts
● Work in confined spaces
● Hold a valid driver's license
● Operate diagnostic equipment
● Use small hand tools (e.g., screwdrivers, pliers, wrenches, etc.)
● Read wire color codes
● Discern motor and exhaust sounds
● Lift at least 50 pounds

### **Carpentry/Cabinetmaking**

<input type="radio"/> Meet admission standards
<input type="radio"/> Comply with local, state, and federal safety standards
<input type="radio"/> Work 40 to 60 feet above ground level
<input type="radio"/> Use small hand tools and power tools
<input type="radio"/> Install mechanical fasteners of all types
<input type="radio"/> Stand for prolonged periods of time
<input type="radio"/> Work in confined spaces
<input type="radio"/> Lift 50 to 60 pounds

### **Child Development**

(all essential functions can have reasonable accommodations)
<input type="radio"/> Meet admission standards
<input type="radio"/> Communicate with children, parents, and coworkers
<input type="radio"/> Communicate using written, oral, and auditory skills
<input type="radio"/> Demonstrate ability to hear and see children well
<input type="radio"/> Demonstrate ability to bend, kneel, and reach
<input type="radio"/> Respond to the physical needs of children
<input type="radio"/> Lift and carry a child to safety in emergency situations
<input type="radio"/> Demonstrate independent physical mobility
<input type="radio"/> Lift and move material weighing up to 50 pounds
<input type="radio"/> Sit or stand for extended periods of time
<input type="radio"/> Operate a motor vehicle
<input type="radio"/> Operate a computer and use standard computer applications
<input type="radio"/> Exhibit emotional control and stability
<input type="radio"/> Exhibit stress management and coping ability

### **Computer Information Systems Technology**

● Meet admission standards
● Operate a computer
● Program a computer
● Install software on a computer
● Input and retrieve computer data
● Demonstrate proficiency of the English language
● Communicate verbally with computer users

### **Cosmetology**

● Meet admission standards
● Meet State Board of Cosmetology licensing requirements
● Communicate with clients and coworkers
● Read and follow manufacturer's directions
● Sit and stand for prolonged periods of time
● Follow state board guidelines in providing services to customers
● Demonstrate high degree of dexterity
● Assist disabled customers in moving about the salon
● Lift 15 to 20 pounds

### **Electrical Technology**

● Meet admission requirements
● Comply with local, state, and federal safety standards
● Read color coded charts, circuits, and devices
● Diagnose problems that are detected by changes in sound and/or smell
● Operate electronic measuring devices
● Use small hand tools (e.g., screwdrivers, pliers, etc.)
● Work in confined areas
● Work 40 to 50 feet above ground level
● Lift 40-50 pounds

### **Machine Tool/CNC**

● Meet admission requirements
● Comply with local, state, and federal safety standards
● Perform bench-work operations
● Perform precision measurements
● Perform layouts
● Operate saws and drill press
● Operate lathes
● Operate vertical milling machines
● Operate surface grinders
● Perform housekeeping and record-keeping activities
● Operate horizontal milling machine
● Stand for prolonged periods of time
● Lift at least 50 pounds

## **Nursing Program**

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective nursing care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression, and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the nursing programs with or without reasonable accommodations. The nursing programs and/or its affiliated clinical agencies may identify additional essential functions. The nursing programs reserve the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the nursing program, one must possess a functional level of ability to perform the duties required of a nurse. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary the Alabama Community College System's nursing programs. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations made will be determined and applied to the respective nursing program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for nursing program admission, progression and graduation and for the provision of safe and effective nursing care. The essential functions include, but are not limited to, the ability to:

### 1. Sensory Perception

- Visual
- Observe and discern subtle changes in physical conditions and the environment
- Visualize different color spectrums and color changes
- Read fine print in varying levels of light
- Read for prolonged periods of time
- Read cursive writing
- Read at varying distances
- Read data/information displayed on monitors/equipment

### 2. Auditory

- Interpret monitoring devices
- Distinguish muffled sounds heard through a stethoscope
- Hear and discriminate high and low frequency sounds produced by the body and the environment
- Effectively hear to communicate with others

- Tactile
  - Discern tremors, vibrations, pulses, textures, temperature, shapes, size, location, and other physical characteristics
  - Olfactory
  - Detect body odors and odors in the environment
3. Communication/ Interpersonal Relationships
- Verbally and in writing, engage in a two-way communication and interact effectively with others, from a variety of social, emotional, cultural, and intellectual backgrounds
  - Work effectively in groups
  - Work effectively independently
  - Discern and interpret nonverbal communication
  - Express one's ideas and feelings clearly
  - Communicate with others accurately in a timely manner
  - Obtain communications from a computer
4. Cognitive/Critical Thinking
- Effectively read, write and comprehend the English language
  - Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings
  - Demonstrate satisfactory performance on written examinations, including mathematical computations without a calculator
  - Satisfactorily achieve the program objectives
5. Motor Function
- Handle small delicate equipment/objects without extraneous movement, contamination, or destruction
  - Move, position, turn, transfer, assist with lifting or lift and carry clients without injury to clients, self, or others
  - Maintain balance from any position
  - Stand on both legs
  - Coordinate hand/eye movements
  - Push/pull heavy objects without injury to client, self, or others
  - Stand, bend, walk, and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self, or others
  - Walk without a cane, walker, or crutches
  - Function with hands free for nursing care and transporting items
  - Transport self and client without the use of electrical devices
  - Flex, abduct, and rotate all joints freely
  - Respond rapidly to emergency situations
  - Maneuver in small areas
  - Perform daily care functions for the client
  - Coordinate fine and gross motor hand movements to provide safe effective nursing care
  - Calibrate/use equipment

- Execute movement required to provide nursing care in all health care settings
- Perform CPR and physical assessment
- Operate a computer

#### 6. Professional Behavior

- Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance, and a healthy attitude toward others
- Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client
- Handle multiple tasks concurrently
- Perform safe, effective nursing care for clients in a caring context
- Understand and follow the policies and procedures of the College and clinical agencies
- Understand the consequences of violating the student code of conduct
- Understand that posing a direct threat to others is unacceptable and subjects one to discipline
- Meet qualifications for licensure by examination as stipulated by the Alabama Board of Nursing
- Not to pose a threat to self or others
- Function effectively in situations of uncertainty and stress inherent in providing nursing care
- Adapt to changing environments and situations
- Remain free of chemical dependency
- Report promptly to clinicals and remain for 6-12 hours on the clinical unit
- Provide nursing care in an appropriate time frame
- Accepts responsibility, accountability, and ownership of one's actions
- Seek supervision/consultation in a timely manner
- Examine and modify one's own behavior when it interferes with nursing care or learning

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. The respective College will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the respective College. In order to be admitted, one must be able to perform all of the essential functions with or without reasonable accommodations. If an individual's health changes during the program of learning so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the nursing program. The nursing faculty reserves the right at any time to require an additional medical examination at the student's expense in order to assist with the evaluation of the student's ability to perform the essential functions.

## **Welding**

<input type="radio"/> Meet admission standards
<input type="radio"/> Comply with local, state, and federal safety standards
<input type="radio"/> Operate welding, cutting, and grinding equipment
<input type="radio"/> See and visually comprehend material to be welded
<input type="radio"/> Withstand high heat conditions
<input type="radio"/> Stand for prolonged periods of time
<input type="radio"/> Work in confined spaces
<input type="radio"/> Lift at least 50 pounds
<input type="radio"/> Work from ground level to top of structure
<input type="radio"/> Read various measuring instruments
<input type="radio"/> Hear warning signals while wearing protective clothing gear