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Student ACCESS

MISSION

Student ACCESS is committed to assuring equal access to Honolulu Community College's facilities, programs, services, and activities for students with disabilities.

GOALS

1. To provide reasonable academic accommodations to qualified students.
2. To promote an informed and hospitable learning community.

PURPOSE

To assure that qualified students with disabilities have equal access at Honolulu Community College.

To meet the accessibility standards outlined under the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) states that "no otherwise qualified individual with a disability in the United States shall solely by reason of his (or her) disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." Section 504 of the Rehabilitation Act of 1973 provides for equal access and reasonable accommodations for otherwise qualified students with disabilities. Requirements common to these regulations include reasonable accommodations for employees with disabilities; program accessibility; effective communication for people who have hearing or vision disabilities; and accessible new construction and alterations.

In relation to post secondary and vocational education services, Section 504 of the Rehabilitation Act of 1973 states, "an individual with a disability is further defined as a person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity. "

DEFINITIONS

The federal definition of qualified individual with a disability is as follows:

- a physical or mental impairment that substantially limits one or more major life activities (walking, speaking, breathing, performing manual tasks, seeing, hearing, learning, caring for ones' self, and or working);
- has a record of such an impairment or is regarded as having such an impairment.

CONFIDENTIALITY

Information regarding students receiving or requesting disability services will be kept confidential unless a consent to release of information is signed by the student or authorized representative(s) (in the case that the student is a minor and/or in situations where guardianship is held by another individual). Unless there is a threat to an individual's safety/others and/or in an emergency situation, consent of the individual will be requested before providing any information.

EXTREME EXCEPTIONS

The State of Hawai'i is a mandatory reporting State. Should information be received regarding abuse, suicide or homicidal intent, HCC is required to report to the proper authority(ies).

DESIGNATED OFFICE

Collection and holding of disability related documentation will held in a locked file cabinet in Student ACCESS office. The individual responsible for the confidential information is the coordinator of Student ACCESS.

DISPOSAL OF RECORDS

If a student's case has been inactive for 2 years, cases will be placed in an inactive file. After 5 years of inactivity, the files will be shredded.

STUDENTS REQUEST FOR INFORMATION

A student may request a copy of his/her documentation by submitting a written request to Student ACCESS, with the following exceptions:

- Documentation provided to HCC from Vocational Rehabilitation offices is available only through that office (VR). Student should contact VR directly for copies.
- If raw data with no interpretation is the only information provided as documentation by the diagnostician, this data will not be released.

DOCUMENTATION

Documentation verifies and substantiates a student's request for an accommodation(s) and in general includes the following:

- Identifies the nature and extent of the disability or disabling condition(s).
 - Provided by a professional trained in the particular area of the disabling condition(s).
 - Provides specific information on the functional limitations in relation to the academic environment.
 - Prognosis, description, and current course of treatment (including medical side affects, if any).
 - Educational, developmental, and medical history relevant to the disability for which accommodations are being requested.
 - Recommended reasonable accommodations.
 - Standardize testing results including subtest scores.
 - Be current within 5 years (individual had to be at least 16 years old at time of testing) for learning disabilities; within 6 months for psychiatric disabilities; within 3 years for ADHD and all other disabilities.
Requirement does not apply to physical and or sensory disabilities of a permanent or unchanging nature.
 - Must be impartial and NOT from a family member of the student.
- * **The above are guidelines and not hard and fast rules. Each situation will be addressed on a case by case situation.**

Seven Essential Elements of Quality Disability Documentation (AHEAD best practices disability documentation in higher education)

1. Credentials of the evaluator(s).
Documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected.
2. Diagnosis statement identifying the disability.
A clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.
3. Description of the diagnostic methodology used.
Description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Having both summary data and specific test scores within the report is recommended.
4. Description of the current functional limitations.
Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of severity, frequency, and pervasiveness of the condition(s).

While relative recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended.

Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. Documentation is time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition(s).

5. Description of the expected progression or stability of the disability. Information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts.
6. Description of current and past accommodations, services, and/or medications.
The most comprehensive documentation will include a description of both current and past medication usage, auxiliary aids, assistive devices, support services, and accommodations. The effectiveness of such interventions in ameliorating functional impacts of the disability should also be included. While accommodations provided in another setting are not binding at HCC, they may provide insight in making current decisions.
7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and or support services.
It is most helpful when recommended accommodations and strategies are logically related to functional limitations. If connections are not obvious, a clear explanation of their relationship can be useful in decision making. While HCC has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, or classes offered at HCC may be appropriate.

Additional Assessments and Documentation

Further assessments and documentation may be required to determine eligibility for accommodations. Request for additional information is made on a case-by-case basis.

Some examples of when additional documentation will be required:

- When documentation is not current.
- When the student request for an accommodation does not match his or her disabling condition/functional limitations.
- When diagnostics are inconclusive and does not support diagnosis.
- When diagnosis is not signed off by an appropriate individual qualified to do so.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

- Notifying and documenting the need(s) for accommodation(s).
- Providing documentation and associated testing is the responsibility of the student. It is not the responsibility of HCC to provide for nor pay for documentation to verify or substantiate a student's disability
- Give advance notice of needed accommodation(s).
- To meet with Student ACCESS staff member for intake appointment at the beginning of each semester and discuss accommodations needs in relation to his or her disabling condition(s).
- Generally, an IEP from a secondary school does not provide thorough enough information for disability documentation purposes and needed accommodation(s). There may be a need for further diagnostics.
- To notify Student ACCESS staff of any and all changes to academic schedules or any changes to personal situations that will impact in accommodations provided by Student ACCESS. Delays in reporting such changes will result in delays in continuance or initiation of authorized accommodations.
- Student will meet with Student ACCESS staff at minimum once at the midterm to evaluate accommodation(s) and progress at HCC.

RIGHTS AND RESPONSIBILITIES OF HCC AND STUDENT ACCESS

- HCC and Student ACCESS staff reserves the right to determine the appropriateness of the documentation submitted for accommodation(s) on a case-by-case basis.
- HCC and Student ACCESS staff may request additional documentation to assist in determining the need for appropriate accommodation(s).
- Accommodations will be provided in a professional manner to suit the individual needs of the student with a disability. Only accommodations that are necessary and required for such individual will be provided (in accordance with the ADA/Section 504 and the provided documentation by the student).
- Information to be held in strict confidence. Information and records will be locked in a file cabinet. Information will not be released without the proper consent(s). There are limitations to confidentiality – SEE Extreme Exceptions.

ACCESS TO HCC

Section 504 of the Rehabilitation Act of 1973 states that "No qualified individual with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance."

Admission, Readmissions, and Registration

Section 504, 104.3 of the Rehabilitation Act states all students who meet the academic standards requisite to admission and are otherwise qualified are accepted and provided services.

- Information regarding Disability Services
 - Available via HCC's web site.
 - Student ACCESS brochures to be included in orientation packet.
 - Student ACCESS staff to provide informational presentation(s) during new student orientation(s).
- Readmission after Suspension
 - Handled on a case-by-case situation by the Dean of Students (see Student Code of Conduct procedures).
 - Regardless of the student having a disability, the student must demonstrate that he/she is otherwise qualified and that he/she will not pose a substantial risk to the health and safety to themselves or to the campus population.
- Registration
 - Applications are available on-line and the web site is accessible.
 - Priority registration is available however, this will be handled on a case-by-case basis.
 - Students requiring taped books, interpreters, and potential relocation needs (due to severe mobility issues).
 - Students requiring classes on specific days and times to accommodate treatment needs (chemotherapy, dialysis schedules for example).

IMPORTANT SERVICE REQUEST TIMELINES

Due to the amount of time required to set up certain types of disability accommodations, the following request timelines have been established. These timelines enable us to provide quality services in a fair and appropriate manner.

Accommodation type:	Timeline for requests:
1. Sign language interpreters for courses	6 - 8 weeks in advance of course start date
2. Sign language interpreters for extra-curricular events or activities	10 days in advance of activity date
3. Textbooks into audio-tape format	6-8 weeks in advance of course start date
4. Textbooks into braille format	1 semester in advance of course start date
5. Handouts into audio-tape format	10 days
6. Handouts in braille format	2-4 weeks depending on complexity of material
7. Classroom relocation	2 weeks in advance of course start date
8. Notetakers for courses	2 - 3 weeks
9. Testing accommodations	1 week in advance of test date
10. Specific accommodations not listed	Determined on a case-by-case basis so earliest possible notice is recommended.

ACADEMIC ACCOMMODATIONS

An accommodation is a change in the learning environment that may include services such as academic accessibility through adjustments, supports, and or physical accessibility. It is important to note that the student must be “otherwise qualified” and the standards of the institution need not be compromised. Further, academic accommodations are determined on a case by case situation and based on individual needs.

An accommodation:

- Must be reasonable.
- Does not impose an undue hardship to the operations of the program.
- Does not change or modify the integrity of a degree, program, class, and or examination.
- Must include accessible facilities.
- Allows for reasonable modification of equipment or assistive devices as necessary.
- Allows for readers and or interpreters as necessary.
- Allows for testing modifications as necessary.
- Allows for the use of necessary auxiliary aids such as taped text, tape recorders, and classroom equipment.
- Allows for modifications to the length of time allowed to complete degree requirements.
- Does not impose a significant threat to the health and safety of others.

Purpose

Academic accommodations are provided to enable students with disabilities equal academic access and/or equal opportunity.

Limitations

It should be noted that there are standards to be upheld in the academic setting. Per Section 504-104.44, “academic requirements that the university can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory.

Academic accommodations do not have to be provided when

(1) the student is not qualified, (2) the accommodation would result in a fundamental alteration of the program, (3) the institution is being asked to address a personal need, and or (4) the accommodation would impose an undue financial or administrative burden **(Heyward, 1995).**”

Universities need not provide “attendants, individually prescribed devices, readers for personal use or study, or other devices for services of a personal nature” (Section 504-104.44). Some examples include personal care attendants, therapeutic aides, and mobility aides.

Aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for disabled and non-disabled persons, but they must afford individuals with disabilities equal opportunity to obtain the same result, to gain the same benefit or to reach the same level of achievement in the most integrated setting as possible to the person’s need (Section 504, Rehabilitation Act of 1973, Subpart E).

Academic accommodations are flexible to meet the needs of various disabilities. Accommodations must be consistent with their individual needs based on the student’s disability and associated functional limitation(s). Requests that alter the academic standards of the course/program will not be granted. Accommodations must be requested in a timely manner (timelines are dependent on the type of accommodation – see Timeliness in Appendix) to allow for securing the necessary resource(s) (personnel, coordination, etc...). If the accommodation is requested outside such timelines, delays in obtaining the accommodation should be anticipated and in certain cases denied.

A student receiving services from another agency such as the Division of Vocational Rehabilitation, Veterans Affairs, or private rehabilitation services may not always qualify for services at HCC.

General Overview and Process

- The student must register with the Student ACCESS to request services. The student must **self-identify** themselves as having a disability. If this is your **first time** requesting disability accommodations:
 - Submit the Service Request Form (copies available online or at the Student ACCESS office (Building 7, Room 319). You will also be required to submit the appropriate documentation to substantiate your disability as part of your request. The **student is responsible for providing the proper documentation(s)** to determine eligibility for requested accommodations. Should the student not have proper disability documentation, Student ACCESS will provide possible options to the student at the initial appointment.
- For continuing students, a new Service Request Form needs to be completed and submitted for each semester enrolled and interested in receiving services from Student ACCESS to maintain updated information/records.
- The student will make an appointment with the HCC Disability Specialist. Using the documentation provided by the student, the HCC Disability Specialist and the student will collaboratively determine the most appropriate academic accommodations and process to implement them. During this initial appointment, information will be obtained from the student regarding his/her disability(ies) and impact of such conditions(s) in the learning environment.
- Once your documentation is approved, pick up your Accommodation Form and or Memo from the Student ACCESS and take it to the appropriate office and or faculty to inform them of your accommodation(s). Unless otherwise specified, the student will communicate directly with faculty regarding his or her needs.

SAMPLES OF ACADEMIC ACCOMMODATIONS

TESTING ACCOMMODATIONS

Purpose

To enable a qualified student with a disability the appropriate environment, time, support, format, and or adaptive equipment to gain equal access to college tests or examinations.

Primary forms of testing accommodations are extended time (1.5x/2.0x) and/or testing done in a less distracting environment. Attempts are made to eliminate distracting elements; however, to eliminate all factors is not feasible or realistic. Other forms of accommodations may include the need for an oral examination, reader or alternative formatting (i.e., enlargement).

Methods

1. Arrangements are made through Student ACCESS. Requests are allowed upon verification of the documentation(s) support such need. Upon verification, the Student ACCESS staff will work in conjunction with the student and instructor to obtain accommodation(s).
2. The instructor has the right to deny the accommodation(s) based on demonstrating that the requested accommodation considerably changes the nature of the test and/or course. HCC, its faculty, and/or staff at no time are required to compromise its academic standards of the college curriculum.

Limitations

Testing accommodations cannot be made to change, alter, or modify the content, structure, or integrity of the examination.

NOTE-TAKING ASSISTANCE SERVICES

Purpose

To enable a qualified student with a disability to receive helpful study tools as part of his or her coursework.

Notetakers are utilized when an individual's disability makes it difficult to listen to the instructor, pay attention, maintain focus, and/or sign language interpreters are utilized concurrent to taking notes.

Individuals with the following types of disabilities have benefited from notetaking services: visual impairments, learning disabilities, physical injuries (to the hands), hearing impairments.

Methods

Note-takers are recruited by soliciting individuals interested in providing this service. Soliciting note-takers is a shared responsibility between Student ACCESS and the student with a disability. HCC would employ such individuals for the term of the course. Generally individuals that provide this service are in the same class as the student with a disability requesting the service.

Note-takers will be provided by HCC with carbonless copy-lined notetaking spiral note books. The original or top sheet is provided to the student with a disability and the copy or bottom sheet is for the note-taker enrolled in the same class.

Distribution of the notes depends on the situation. Should the notetaker and student with a disability be in the same class, notes can be given at the end of class. If the notetaker is not in the same class, the notes will be dropped off at the Student ACCESS office to be picked up by the student with a disability.

Limitations

Note-takers are not tutors, mobility assistants, or aides. They are not required to provide any other forms of accommodations or assistance to the student with a disability.

SAMPLE OF PHYSICAL ACCESSIBIILITY ACCOMMODATIONS

DISABILITY PARKING PERMIT

1. Use of On-Campus Disability Parking Stalls (Lots 1 and 3) requires that student purchase an On-Campus Parking Permit and present their Disability Parking ID and completed **Disability Parking Request Form** (available from the Health Office, Cashiers Office, and Student ACCESS office) to the Cashier at the time of purchase.
2. If disability parking stalls are occupied, parking is permitted in any non-reserved marked parking stall on campus.
3. On-Campus Disability Parking eligibility expires when the Disability Parking ID expires or when the semester ends, whichever comes first.

Procedures for Students with a Disability Placard

Purchased parking directly from the Cashier Office. Student must bring the following:

- Valid disability parking placard ID card.
- A photocopy of this ID card noting expiration date and placard number
- Car Registration
- Safety Check
- Proof of Car Insurance
- Drivers License
- \$20 to pay for on-campus parking permit
- HCC Disability Parking Request form (will be routed back to Student ACCESS for further processing).
- HCC Parking Application

TEMPORARY DISABILITY PARKING

Made available for individuals that have incurred a temporary or transient condition.

Procedures for Students without Disability Placard

Students who have an acute orthopedic injury will be given four weeks (non renewable) to obtain official Disability Parking Placard. Student must complete the following:

- Complete the “Physician Verification Form – Temporary Parking” form by his/her M.D.
- Submit Physician Verification Form to the Student ACCESS office, Bldg. 2 Rm. 409.
- Once accepted, the student may proceed to purchase on-campus parking for up to four weeks from the Cashier.
- Initiate the process with their physician and obtain official disability parking placard for the period determined by their physician.
- After receiving their official disability placard and ID, the student must return to Student ACCESS office with a photocopy of his/her placard ID.
- Student may then proceed to the Business Office to purchase on-campus parking as long as the disability placard is effective for that semester.

ELEVATOR ACCESS

1. Made available to students that are unable to navigate stairs (building 7).
2. Students will need to obtain verification from appropriate physician and or specialist to substantiate need (complete **Physician’s Verification Form – Elevator Access**).
3. Temporary Elevator Access is available for individuals who have incurred a temporary and or transient condition that creates a need for elevator access in building 7. Individuals will need to have their physician complete the **Physician’s Verification Form – Temporary Parking/Elevator Form**.

OTHER TYPES OF ACCOMODATIONS

ASSISTIVE TECHNOLOGY

1. Eligible students will be able to use specialized assistive technological devices upon clearance by Student ACCESS. Documentation provided will need to show the need for the device that might provide for equal opportunity for participation in the academic environment.
2. Should the student not possess the device AND is active with DVR or other rehabilitation agencies, the student will contact his/her rehabilitation counselor to inform them of the situation. If the student is not active with DVR or other rehabilitation agencies, Student ACCESS will take the lead in assessing the need and providing the service as appropriate to the student's needs while he/she is on campus. Should there be a continued need outside of the classroom or off campus, it will be student's responsibility to secure, purchase, and/or obtain device.
3. Student ACCESS has portable equipment that may be borrowed.
 - Tape Recorders
 - Victor Readers
 - FM amplification systems
 - One-handed key boards
 - Magnification items

To insure that the equipment is returned and in the same condition it was in when borrowed, students borrowing the equipment will sign an agreement stating their understanding that should the equipment to damaged or not returned, their HCC account will be charged accordingly. Until this fee is paid, students will not be unable to register, obtain transcripts, and or graduate (See Borrowed Equipment Form).

Use of Comparable Benefits and Cost Sharing

If there is a need to purchase assistive technology devices and/or aids, HCC and Student ACCESS will assist the student in securing all available comparable benefits to defray the cost to the student. **This will include coordinating at minimum the cost-sharing of services and/or purchases between such agencies as public**

vocational rehabilitation (DVR), Veterans Affairs vocational rehabilitation, and other programs/services that have agreed as part of the rehabilitation plan to provide training to eligible individuals.

***Under the provision of services of DVR, assistive technology services are exempt from exploring the use of comparable benefits.**

It should be noted that HCC is not responsible for purchasing any assistive technology devices of a personal use for the students (i.e. for any device to be used off campus, in home, or on personal computers).

INTERPRETER SERVICES

When appropriately documented, students with hearing disabilities are able to use interpreter services to assist in providing equal opportunity for participation in the academic environment.

Use of Comparable Benefits and Cost Sharing

HCC and the Student ACCESS office will secure all available comparable benefits to aid in sharing the cost of the provision of interpreter services. **This will include at minimum coordinating cost-sharing between such agencies as public vocational rehabilitation (DVR), Veterans Affairs vocational rehabilitation, and other programs/services that have agreed as part of the rehabilitation plan to provide training to eligible individuals in which without accommodations such as interpreter services would be impossible to access and benefit.**

Interpreter Requirements

Interpreters must possess a Hawaii General Excise Tax License and provide photo copies of RID or local Hawaii certifications. Interpreters are expected to be professional and follow the RIDA Code of Ethics. Interpreters who fail to comply with duties once warned of problem may be replaced in order to maintain a high level of service.

Interpreters will be paid according to the Hawaii Administrative Rules and Registry for Interpreters certification levels. Interpreters with NAD certification are responsible for providing adequate documentation that validates the rate of pay that they are requesting.

Invoices should be submitted in a timely manner to the appropriate billing source to facilitate timely payments. Mileage is paid at \$0.40/mile and must indicate starting, midpoint (HCC campus name) and endpoint. One

complimentary parking pass is issued for interpreters doing interpreter jobs on the main campus.

READERS/SCRIBES

1. Readers are essentially the eyes for students with disabilities. Readers read for students who are visually impaired or for students who have certain types of learning disabilities. Readers may tape record handouts and other class materials, exams, and work under the discretion of the Student ACCESS office.
2. Scribes are the hands for students with disabilities. They are provided for students with certain types of disabilities that impede their ability to write. Scribes are instructed to write what is dictated by student and do not correct grammar, punctuation, or incorrect answers they are transcribing.
3. It should be noted that Readers/Scribes are not tutors. They will NOT provide any feedback on class assignments, examinations, or other classroom activities.
4. Readers/Scribes are not provided to students with disabilities to assist with homework assignments. Should students be interested in such services, they will incur the cost of such service on their own.

TEXTS-ALTERNATIVE FORMATTING

1. Eligible students will be able to use alternative formatted materials upon clearance by Student ACCESS. Documentation provided will need to show the need for the accommodation that might provide for equal opportunity for participation in the academic environment.
2. Examples
 - a. Enlarged text
 - b. Reformatted class materials (books, handouts, syllabus, etc.,).

STUDENT ASSISTANTS

Student assistants assist in many different situations that do not necessarily fit into any of the areas listed above. A student assistant may, for example, help a student with a disability who is in a wheelchair navigate to and or from class in areas in which are accessible but difficult to access due to other factors.

1. Eligible students will be able to utilize a student assistant upon clearance by Student ACCESS. Documentation provided will need to show the need for the accommodation that might provide for equal opportunity for participation in the academic environment.

SERVICE ANIMALS

Purpose

Americans with Disabilities (ADA) state, services animals shall not be excluded from University/College facilities or activities. The ADA defines a service animal as: "...any...animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, altering individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

To work on campus, a service animal must be specifically trained to perform a service function the individual with a disability cannot perform for themselves.

The Hawai'i Revised Statutes (515-3) provides further definitions:

- A "guide dog" assists a person who is blind or who has low vision. The animal provides mobility guidance in the community.
- A "signal dog" assists people with hearing loss. The animal may perform functions such as alerting persons to sounds such as the doorbell or the telephone ringing.
- A "service dog" or "service animal" assist people with mobility and other disabilities. The animal may assist people with mobility impairments by pulling wheelchairs, picking up items, carrying items or assisting persons with balance.

Other Types of Service Animals

- SsigDog is a dog trained to assist a person with autism. The dog alerts the partner to distracting repetitive movements common among those with autism, allowing the person to stop the movement (i.e., hand flapping).
- Seizure Response Dog is a dog trained to assist a person with a seizure disorder. The dog may stand guard over the person during a seizure, or the dog may go for help. A few dogs have somehow learned to predict a seizure and warn the person in advance.
- Per Hawaii Administrative Rules, Chapter 111, pets or animals are prohibited on State Facilities and Grounds with the exception of service, guide, and signal animals.
A service animal in relation to accommodating a disability, is not a pet.
- Service animals **MUST** perform specific functions and tasks that the individual with a disability cannot perform for himself or herself.
An animal which merely provides companionship and which is not trained to perform tasks is not a service animal.

In Hawaii there is a process for an individual who chooses to have their animal licensed, however, it is not required.

Responsibility of Faculty/Staff/Students

- Allow the service animal to accompany the student with disability at all times and everywhere on campus except, where service animals are specifically prohibited (SEE Areas of Limit to Service Animals).
- Do not pet or feed a service animal.
- Do not deliberately startle a service animal
- Do not separate or attempt to separate the animal from the student with a disability.

Responsibility for the Student with a Disability Using Service Animals on Campus

- All requirements for the presence of animals in public places mandated by State or local laws, rules, and regulations must be followed (vaccinations, licensure, ID tags).
- Must be in good health with annual clean bill of health from a licensed veterinarian.
- Though a service animal may not necessarily be harnessed, it is expected that the animal remain under the control and direct supervision of the person with a disability and not stray unattended in the facility or site. Under state law, if the service animal is a dog, it should be on a leash.
- Appropriate, non-disruptive behavior is expected from a service animal.
- If the service dog exhibits unacceptable behavior, the student with a disability is expected to employ the proper training techniques to correct the situation.
- If a service animal's behavior poses a direct threat to the health or safety of others, it can be excluded and/or removed from campus. For example, if a service animal displays vicious behavior towards other guest or customers, the animal will be banned.
- The care and/or supervision of a service animal is the responsibility of his or her owner. The student must follow State or local laws, rules and regulations regarding cleaning up after the animal defecates. Students with disabilities who physically cannot clean up after their own service animal may not be required to pick up and dispose feces. It is recommended that all individuals that use service dogs use the designated toileting area (Ewa-Mauka side of building 2)

Removal of Service Animals

- Should the service animal behave in an unruly or disruptive manner (i.e., barking, running around, bringing attention to itself), HCC may ask the student with a disability to remove the animal from campus. If the improper behavior happens repeatedly, the student with a disability may be told not to bring the animal onto campus until significant steps are taken to modify the behavior.
- Service animals who are ill should not be taken into public areas and may be asked to be removed from campus.
- Service animals should be clean and properly groomed. An animal that becomes wet from walking in the rain or mud from being splashed, but otherwise clean, will be considered to be a clean animal.

Areas Off Limits to Service Animals

- Research Laboratories: Where the natural organisms carried by dogs and other animals may negatively affect the outcome of research. At the same time, some chemicals and/or organisms used in the research may be harmful to service animals.
- Mechanical Rooms/Custodial Closets: Boiler rooms, facility equipment rooms, electrical closets, elevator control rooms, and custodial closets are off limits as machinery and/or chemicals may be harmful to the animals.
- Areas Where Protective Equipment is Required
- Areas Where There is a Danger to the Service Animal: Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there are hot materials on the floor; where there are high levels of dust, or where there is moving machinery is off-limits to service animals.
- Exceptions: Will be granted on a case-by-case basis. In consultation with the instructor, student with a disability, and the Disability

Specialist, a decision will be made. The final decision shall be made based on the nature of the research or machinery and the best interest of the animal.

Example: The machinery in a classroom may have moving parts at a height such that the tail of a large dog could easily be caught in it; this is a valid reason for keeping large dogs out. However, a very small hearing dog may be shorter than any moving part and, therefore, considered for admission to the classroom.

PERSONAL ATTENDANT SERVICES

1. Personal needs that necessitate an attendant are the responsibilities of the student (Personal Care Attendants, Therapeutic Aides, Mobility Aides, etc.). HCC will not be involved in arranging for, scheduling, or paying for such services.
2. Section 104.44[2](d) state, "Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature."
3. Student ACCESS will be involved in working with faculty/staff in notifying them of the assistant that will or may be accompanying the student to class.

SAMPLE OF DISABLING CONDITIONS AND APPROPRIATE DOCUMENTS

- I. Attention Deficit / Hyperactivity Disorder (ADHD or ADD)
DSM-IV: Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. Some impairment from the symptoms must be present in at least two settings (home, school, and or work). Must be clear evidence of interference with developmentally appropriate social, academic, or occupational functioning.
 - A. Qualified individuals to verify or substantiate condition
 1. Practitioners who have been trained in the assessment of ADHD/ADD
 - a. Developmental Pediatricians
 - b. Neurologists
 - c. Psychiatrists
 - d. License Clinical Psychologists
 - B. Document should include the following:
 1. Statement of ADD or ADHD with the DSM IV diagnosis and information of past and current symptoms.
 2. Summary of assessment procedures, narrative summary, including all scores to support the diagnosis.
 3. Functional limitations reflecting the need for accommodation being requested.
 4. Impact and or side affects of student medication if any.
 5. Be current within 3 years of current date.

- II. Blind/Low Vision
 - A. Qualified individuals to verify or substantiate condition
 1. Ophthalmologists
 2. Optometrists
 - B. Documents should include the following:
 1. Statement of a vision-related disability with supporting numerical description. Description will need to show the current impact of the blindness or vision loss.
 2. Summary of assessment procedures, narrative summary, including all scores to support the diagnosis.
 3. Information of functional limitations reflecting the need for accommodation being requested.

III. Visual Disorders/Not Acuity

Learning-related visual disabilities such as ocular mobility dysfunction/eye movement disorders, misalignment of the eye(s), visual sensory disorders, motor integration conditions.

A. Qualified individuals to verify or substantiate condition

1. Ophthalmologists
2. Optometrists

B. Documentation should include the following:

1. Statement of the learning related visual disability.
2. Statement of how condition impacts student's functioning
3. Summary of assessment procedures, narrative summary, including all scores to support the diagnosis.
4. Present symptoms and prognosis
5. Information of functional limitations reflecting the need for accommodation being requested.

IV. Head Injury/TBI

A. Qualified individuals to verify or substantiate condition

1. Physicians
2. Neurologists
3. Licensed clinical psychologists
4. Neuropsychologists
5. Psychiatrists

B. Documents should include the following:

1. Statement of head injury or TBI and site of injury.
2. Statement of current impact of head injury on student's current functioning.
3. Cognitive and achievement assessments used, results, and summary used to make diagnosis.
4. Statement(s) of present residual symptoms used for diagnosis.
5. Pertinent medical information to include impact of medication on student's ability to meet demands of postsecondary environment.
6. Information of functional limitations reflecting the need for accommodation being requested.

V. Deaf/Hearing Impairment

A. Qualified individuals to verify or substantiate condition

1. Otorhinolaryngologist
2. Otologist
3. Audiologist

- B. Documents should include the following
 - 4. Statement of deafness or hearing loss. Should include audiogram.
 - 5. Summary of assessment procedures, evaluation instruments, and narrative of evaluation(s).
 - 6. Prognosis of disability (static or changing).
 - 7. Statement of how disability impacts academic demands.
 - 8. Statement regarding the use of hearing aids or the lack of hearing aids.
 - 9. Information of functional limitations reflecting the need for accommodation being requested.

VI. Physical and Systemic Disorders

A. Qualified individuals to verify or substantiate condition

- 1. Physician
- 2. Specialty Physician related to specific condition(s)
- 3. Neurologists
- 4. Psychiatrists

B. Documents should include the following

- 1. Statement of medical diagnosis
- 2. Statement of current impact of disability on students functioning.
- 3. Summary of information (assessments and or evaluations) used to make the diagnosis.
- 4. Pertinent medical information to include impact of medication on student's ability to meet demands of postsecondary environment.
- 5. Information of functional limitations reflecting the need for accommodation being requested.

VII. Psychiatric/Psychological Disorders

A. Qualified individuals to verify or substantiate condition

- 1. Licensed Clinical Psychologists
- 2. Psychiatrists
- 3. Neuropsychologist

B. Documents should include the following

- 1. Statement of the disability with the DSM IV diagnosis and information of past and current symptoms.
- 2. Statement needs to include current impact of disability(ies) on the student's functioning.

3. Summary of information (assessments and or evaluations) used to make the diagnosis.
4. Pertinent medical information to include impact of medication on student's ability to meet demands of postsecondary environment.
5. Information of functional limitations reflecting the need for accommodation being requested.
6. Must be current, within 6 months of the request for accommodations.

VIII. Specific Learning Disabilities

A. Qualified individuals to verify or substantiate condition

1. Licensed Clinical Psychologist
2. Educational Psychologist
3. Neuropsychologist

B. Documents should include the following

1. Statement of the disability with the DSM IV diagnosis and information of past and current symptoms.
2. Summary of information (showing assessments and evaluations used) to make the diagnosis.
 - a. Need to show a substantial difference in the individual's achievement on individually administered, standardized test in reading, math, or written expression that is below the expected for age, schooling, and level of intelligence.
 - b. The learning problem significantly interferes with academic achievement or activities of daily living that require reading, mathematical, or writing skills.
 - c. A variety of statistical approaches can be used to establish that a discrepancy is significant.
 - d. Substantially below is usually defined as a discrepancy of more than 2 standard deviations between achievement and IQ.
3. Must be current, within 5 years of request for the accommodations and at 16 years of age or above.
4. Information of functional limitations reflecting the need for accommodation being requested.

IX. Temporary Medical Condition

A. Cases which require accommodations for a limited time.

1. Recovery from surgery
2. Injury or severe illness

B. Qualified individuals to verify and or substantiate condition

1. Appropriate Physician and or Specialty Physician

- C. Documentation is also required to verify and substantiate temporary condition.
- D. Documentation should include
 1. Diagnosis
 2. Prognosis
 3. Length of time disabling condition is expected to last
 4. Information of functional limitations reflecting the need for accommodation being requested.

X. Substance-Related Disorders

DSM –IV: Substance related disorders include disorders related to the taking of a drug of abuse (including alcohol), to the side affects of medication, and to toxin exposure. The term substance can refer to a drug of abuse, a medication, or a toxin.

A. Qualified individuals to verify or substantiate condition

1. Licensed Clinical Psychologist

B. Documents should include the following

1. Statement of the disability with the DSM- IV diagnosis and information of past and current symptoms.
2. Summary of information (showing assessments, evaluations and discussion used) to make the diagnosis.
3. Information of functional limitations reflecting the need for the accommodation being requested.
4. Must be current, within 6 months of request for the accommodations

C. Student Code of Conduct

1. See II.CATEGORIES OF IMPERMISSIBLE BEHAVIOR, Category 2, E.

XI. Mobility Related Conditions/Disorders

A. Qualified individuals to verify or substantiate condition

1. Appropriate Physician and or Specialty Physician

B. Documents should include the following

1. Diagnosis
2. Prognosis
3. Impact of condition on accessing campus and type of accommodation being requested.
4. If diagnosis or condition is progressive in nature, documentation must be current, reflecting current functioning.

C. Physical Access – Disability Parking Request / Elevator Key for
Bldg. 7 and Bldg. 27

1. Student will need to have available his/her State of Hawai'i Disability Parking Placard I.D. card.
2. Elevator – MD note or State of Hawai'i Disability Parking Placard I.D. Card.
3. If request is of a temporary nature, MD or specialty MD will need to verify condition, prognosis via the SSD Temporary Parking/Elevator Key Access form.