


**Assisted Learning Services Policies and Procedures Manual  
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# HFC Assisted Learning Services Policies and Procedures Manual

## MISSION STATEMENT OF ASSISTED LEARNING SERVICES

Assisted Learning Services is dedicated to providing Henry Ford College students with equal access to educational programs, services, activities, and facilities throughout the College. A variety of accommodations are available for students with disabilities, based on the unique needs of the individual. Each student request will be evaluated on a case-by-case basis. There are many opportunities to assist students to enable them to have equal access to educational programs. For example, in some cases extended time to complete tests/quizzes in a distraction-reduced environment may assist students. In other cases, use of an American Sign Language Interpreter, installation of text-to-speech software on classroom computers, or access to books in alternate format may be appropriate modifications. Assisted Learning Services strives to foster the dignity and worth of all individuals.

## INTRODUCTION

The Assisted Learning Services (ALS) Office services individuals with various disabilities including but not limited to individuals with physical, sensory, cognitive, or psychological disabilities. This Policies and Procedures -Manual has been written as a reference designed for use by Henry Ford College (HFC) Assisted Learning Services (ALS) Counselors, Coordinators, Technicians, and HFC students, faculty, and administrators.

HFC will strive to provide every qualified student with a disability reasonable accommodations so that the student may have equal access to HFC educational programs, services, activities, and facilities. The ALS office will work with each student's individual needs to find reasonable and effective accommodations on a case-by-case basis. The ALS office will work with faculty and College experts to arrive at reasonable accommodations for the student.

Communication with the ALS office is essential to assist students with qualified disabilities. We encourage students who have disabilities to discuss their requested accommodations directly with us. It is our goal to have the student begin their request for accommodations with the ALS office so that we can assist them in addressing their individual academic adjustments and reasonable accommodations.

There may be instances where a student has alerted an instructor of their requirements. The ALS office will inform all instructors that if a student makes an accommodation request directly to the instructor, the instructor should request that the student also discuss their needs with the ALS office. The ALS office will assist the faculty in implementing reasonable accommodations.

Our website has information to assist the student, faculty, and staff and will provide all the necessary information for students, faculty, and staff to interact with the ALS office.

## FEDERAL MANDATES AND LAWS

### SECTION 504

Section 504 of the “Rehabilitation Act of 1973” prohibits discrimination on the basis of disability in federally assisted programs. As a result of Section 504, over the years, programs and standards have been established to meet the regulations of Section 504, which states that no qualified individual in the United States shall be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

### ADA

Further strengthening the rights for persons with disabilities, the Americans with Disabilities Act (ADA) was passed in 1990. As a result of this act, there was renewed attention focused on equal access to facilities, activities, jobs, benefits, transportation, telecommunications, and other opportunities enjoyed by those without a disability. The purpose of the ADA was to eliminate discrimination against individuals with disabilities. You may access a full version of the ADA, with Amendments, at [www.ada.gov](http://www.ada.gov).

### CIVIL RIGHTS ACT

The Civil Rights Act of 1964 prohibits discrimination based on race, color, sex, religion and national origin in employment, public accommodations and state and local government services.

### SECTION 508

Section 508 of the “Rehabilitation Act of 1973 and amended in 1993” requires access to electronic and information technology provided by the Federal government. As a result of Section 508, when federal agencies develop, procure, maintain, or use electronic and information technology; such technology is accessible to members of the public with disabilities. Title II of Section 508 supports institutions that receive federal funding are subject to this requirement.

### FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Please refer to HFC Policies and Procedures website - <https://policies.hfcc.edu/>

## RELEVANT HFC POLICIES AND PROCEDURES

### SERVICE ANIMALS

Please refer to HFC Policy [Service Animals | HFC Policies \(hfcc.edu\)](#)

### SUPPORT AND ACCESSIBILITY FOR THE DISABLED OF CAMPUS PROGRAMS AND FACILITIES

Please refer to HFC Policy - [Support and Accessibility for the Disabled of Campus Programs and Facilities | HFC Policies \(hfcc.edu\)](#)

## KEY DEFINITIONS

### AUXILIARY AIDS AND SERVICES

Include (a) qualified interpreters or other effective methods of making aurally delivered materials available to individuals with hearing impairments;(b) qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual impairments;(c) acquisition or modification of equipment or devices; and (d) other similar services and actions.

### DISABILITY

ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities. A record of having a physical or mental impairment that substantially limits one or more major life activities and being regarded as having a physical or mental impairment.

### FUNDAMENTAL ALTERATION

A change that is so significant that it alters the essential nature of the goods, services, facilities, privileges, advantages, or accommodations offered; or a cost that a recipient can demonstrate would result in an undue burden.

### IMPAIRMENT

A physical impairment is a physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the body systems. A mental impairment is any mental or psychological disorder.

### TEMPORARY IMPAIRMENT

According to Section 504, a temporary impairment does not constitute a disability, unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period. ALS will consider these requests on a case-by-

case basis taking into consideration the duration of the impairment and the extent the impairment will limit a major life activity.

## MAJOR LIFE ACTIVITIES

Include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

## REASONABLE ACCOMMODATIONS

A student's requested accommodations will be given primary consideration when determining what accommodations to provide.

Reasonable accommodations may include (a) making existing facilities readily accessible to and usable by individuals with disabilities, interpreters, extended time on quizzes and tests, and other similar accommodations for individuals with disabilities.

Because Henry Ford College is an equal opportunity educational institution that complies with federal and state laws and regulations prohibiting discrimination, HFC, as a recipient of federal funding, has the responsibility to provide every qualified student with a disability with the following:

- Afford an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including educational programs and activities not operated wholly by the recipient. All programs and activities must be offered in the most integrated setting appropriate.
- Afford an equal educational opportunity, which means that at times academic requirements may need to be reasonably adjusted to assist the student on a case-by-case basis. For example, modifications may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential to the program or do not create a fundamental alteration to the academic requirements will not be regarded as discriminatory.
- Rules that have the effect of limiting their participation in the recipient's educational program or activity should not be imposed, such as prohibiting recording devices in classrooms or guide dogs in campus buildings.
- Auxiliary aids, such as electronic texts, interpreters, readers, and classroom equipment adapted for such needs. The institution has flexibility in choosing the effective methods by which the aid(s) will be supplied.
- An equal opportunity to benefit from programs that provide assistance in making outside employment available to students. A recipient that employs students may not discriminate in such employment.
- An equal opportunity to benefit from financial assistance.
- Must be provided with an equal opportunity to participate in clubs, intercollegiate and intramural athletics. Separate or different physical education and athletic

activities are permitted. However, activities should be in the most integrated setting as possible.

- Counseling, placement, and other services in a nondiscriminatory manner. Qualified individuals must not be counseled toward more restrictive career objectives than non-disabled students with similar interests and abilities.

## ACCOMMODATION APPROVAL PROCESS

1. The college student must self-identify their disability related needs to the ALS staff. The ALS office is located in Building A, Suite 125, which is where one-on-one discussions with the student will take place (or virtually) to determine and receive reasonable accommodations.
2. The Americans with Disabilities Act (ADA) defines disability as “a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or being regarded as having such an impairment.” Disabilities involve ongoing substantial limitations and are distinct from temporary or common conditions not substantially limiting major life activities.
3. Sources and Forms of a Student’s Disability documentation
  - a. Student’s self-report (Students may consider including information about their experiences related to their disability, barriers faced, and/or previous accommodations).
  - b. ALS Counselor’s observation and discussion during the interactive interview process with the student to evaluate the reasonable accommodation request.
  - c. If documentation is needed:
    - i. Documentation must be from a qualified professional who can assess and treat the physical or mental impairment the student is seeking accommodations for.
      1. Includes the qualified professional’s name, title, and professional credentials.
      2. Be presented on the professional’s letterhead, typed, dated, signed, and legible.
      3. May not be a family member
    - ii. Must be current and comprehensive
    - iii. The documentation should describe the nature of the disability and how the disability limits the student’s participation in courses, programs, services, activities, and facilities.
  - d. Common sources of documentation are mental or physical health care providers, psychologists, and diagnosticians. Copies of accommodations approved from a previous school(s) such as accommodation agreements/letters with supporting documentation, 504 plans, and Individualized Education Plans (IEP).
4. A student can scan documentation of their disability to the Accommodations Associate at [als@hfcc.edu](mailto:als@hfcc.edu). In the request, the student must include their name, Student ID number, email address, and phone number to make sure that the paperwork is properly tracked.

5. ALS staff will contact the student to schedule their intake appointment. Students are given an option to schedule their appointment virtually or in-person.
6. The interactive process is initiated when the student meets with the ALS Counselor and appropriate documentation will be completed to register the student with the ALS office.
  - a. If the meeting is in person, the student is provided a hard copy of documentation covered during the intake.
  - b. If the meeting is conducted virtually, the student is emailed to their HFC Hawkmail account an electronic copy of documentation covered during the intake
7. A student's requested accommodations will be given primary consideration when determining what accommodations to provide. Final accommodations are determined by the ALS Counselor. The ALS Counselor takes into consideration the student's requested accommodations, self-report, documentation provided, and the academic environment, the substantial limitations associated with the disability, how it affects the student, and the severity of the disability on the student.
8. The ALS Counselor may also consult with other professionals (i.e., Faculty), to determine how appropriate accommodations will be delivered.
9. Student interaction is documented in the HFC student information database. If the student is determined eligible for ALS services, the student's registration is inputted into the ALS Database.
10. If a student's accommodation request is denied, the student can follow the Student Dispute Resolution and Appeal Process.

## ACCOMMODATION DENIAL PROCESS

In cases where Henry Ford College believes a student requested accommodation would result in a fundamental alteration of a college course or program:

1. The decision regarding fundamental alteration will be made on a case-by-case basis, considering the specific disability-related accommodations requested by the student for the course/program at issue.
2. The decision will be made in consultation with the ALS Counselor and by others the College determines to be the appropriate personnel to engage in such decision, herein referred to as the "Group".
  - a. The "Group" is to include but not limited to:
    - i. Individuals who are trained, experienced, and/or knowledgeable about the course or program in question, such as the professor, instructor, Department Chair, or program coordinator.
    - ii. No individual instructor will have unilateral authority to deny a student's disability-related request for an accommodation. While instructors may be consulted regarding the requested academic adjustments in a particular course, requested academic adjustments are not subject to the approval of the student's individual instructors, and will not be denied based on the instructors' input alone.



3. A qualified disability-related request for accommodations will only be denied if the Group, after a thoughtful deliberation that includes a review of the specific student's requests and needs, program/course requirements and available options and alternatives, makes an academic determination that granting the requested accommodation would lower essential academic standards, fundamentally or substantially modify the course or academic program in question, constitute the provision of personal services, or pose an undue burden for the College. The decisions and the reasons supporting them will be documented by the ALS office and provided in writing to the student.
4. If a disability-related request for accommodation is denied because it would result in a fundamental alteration, the College will engage in a deliberative process with the student to determine what, if any alternative accommodations that do not constitute a fundamental alteration may be provided to effectively address the student's disability-related needs.
5. A determination of whether a student's disability-related request for an accommodation request constitutes a fundamental alteration be made in a timely manner, to allow the student sufficient time to obtain alternative accommodations.
  - a. Students will remain responsible for contacting the ALS office to request, with supporting documentation, a request for accommodation(s) and will be encouraged to submit their requests in a timely manner to ensure adequate time for the ALS office to develop their accommodations through the interactive process prior to the conclusion of the course add-drop period.
  - b. Accommodations will not be based on generalized standards but will be based on the needs of the individual.

The College may also deny a Reasonable Accommodation request if the following occurs:

1. More information is needed, or,
2. Documentation does not support some or all the student requested accommodation.

## ADAPTIVE ACCOMMODATIONS

The ALS Office has access to software, adaptive resources, and equipment for student use. Students are responsible for not damaging the equipment and returning it in the same condition it was received. Instructors must provide a learning environment where the student can utilize their adaptive accommodations.

## EQUIPMENT CHECK-OUT POLICY AND PROCEDURE

Students must be registered with Assisted Learning Services to check out adaptive equipment.

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### CHECK-OUT

Students must make an appointment to check out equipment with the ALS office. This allows the Equipment Technician to determine if the equipment is available, charge it if necessary, and be certain it is working properly. If the item requires training, the student should schedule an appointment with the Equipment Technician before check-out.

Students must complete and sign the Assisted Learning Services Adaptive Equipment Authorization Form located in the Equipment Check-Out Notebook.

The ALS staff member completes the following sections of the form, ALS Authorized Signature/Title, Return Date: Type of Equipment (include make and model), condition of equipment at checkout.

Make a copy of the Adaptive Equipment Authorization Form for the student and file the original in the Equipment Check-Out Notebook under CHECKED OUT EQUIPMENT.

Equipment is usually checked out for one week. Students can check out equipment for a longer duration if approved by the ALS Accommodations Coordinator. Student may also call or email the office to extend the return date if no other students are waiting for the item. Staff will document extension dates on the original Adaptive Equipment Authorization Form and initial.

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### RETURN OF EQUIPMENT

Student must make an appointment with the Equipment Technician to return equipment. The item will be inspected to be sure all items are intact and in good condition. Staff may refer to the pictures in the Equipment Check-Out Notebook for reference.

If all items are returned in good condition, staff will mark the condition and return date and initial the Adaptive Equipment Authorization Form as indicated. Comments or notes can be entered on the form if necessary.

If the equipment is broken or pieces are missing, staff will indicate the specific information missing/broken, the return date and initial on the Adaptive Equipment Authorization Form. The form should then be placed in the Equipment Technician's mailbox.

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## SOFTWARE:

Students interested in using specific software will follow the above procedures, however software must be downloaded on HFC owned equipment per IT policies and procedures. The student would then check out a laptop with the software downloaded by the Equipment Technician.

Students requiring software training will be referred to Michigan Rehabilitation Services or to Bureau of Services for Blind People. Henry Ford College does not provide this type of sophisticated software training.

## ALTERNATIVE MEDIA POLICY AND PROCEDURE

Alternative media is a conversion of hard copy material to an alternate format. Some examples of Alternative Media include:

- Large Print
- E-text (electronic text on CD or sent via electronic files)
- Books on tape or CD

Students who provide documentation supporting eligibility for textbooks in alternative formats are required to follow the procedures below:

1. Register for classes as early as possible – before purchasing textbook
2. Check the required textbooks for each class at The College Store or online at <http://collegestore.hfcc.edu> and record the following information for EACH textbook.
  - a. Title, edition, author, publisher, ISBN # (found on back cover)

STUDENTS MUST CHECK resources ONLINE to see if textbook(s) are available in alternative format. ALS will provide students with a list of online resources. Students must use the information below when researching resources online.

- b. Title, edition, author, publisher, ISBN # (found on back cover)

If the textbook is available from one of the above resources, it cannot be obtained from the publisher as the rights have been released to these sources. The ALS Disabilities Service Officer will refer the student back to the site identified by the publisher.

If textbooks are not available from the resources above students must purchase the textbooks and follow these procedures:

Request must be submitted by the HFC Disabilities Service Officer, located in the ALS Office. Students must provide the textbook information as mentioned above, a copy of their schedule and original receipt of purchase to the ALS Service Officer. Please refer to Request for Recorded Textbooks that is to be completed by the student.

## CLASS ATTENDANCE/FLEXIBLE DEADLINES ACCOMMODATIONS STUDENTS WITH CHRONIC HEALTH CONDITIONS

Students who have a chronic condition with acute episodes may require modifications to the class attendance policies and deadlines. These modifications may be considered on an individual basis.

The student must meet the essential functions of the class and adhere to the pedagogical instructions for that course. Any absences beyond the stated policy require individual consideration and may involve a meeting with the instructor, student, and the ALS Counselor to assess if a student can meet the essential functions of the class.

## NOTE-TAKING ACCOMMODATIONS

Notetaking services are available to eligible students based on documentation presented to the ALS counselor. The student must communicate their need for notetaking with their instructor(s). The student may seek a volunteer to assist them with their notes or the instructor(s) may privately assist the student in finding a note taking volunteer.

Students who have notetaking accommodation may also tape record their classes. The students are responsible for providing their own tape recorder and cassette tapes. The ALS Office has a limited number of tape recorders that may be checked out for the class period only. The instructor will be notified that the student is permitted to tape record the class.

Students have a responsibility to take their own notes to supplement tape-recorded material or material provided by the notetaker. Students are encouraged to seek resources through the Learning Lab, located in the Learning Resource Center, for information on how to be an effective notetaker.

## NOTICE TO INSTRUCTORS

Once an HFC student with a disability has been determined to be eligible to receive ALS services, instructors are sent an electronic notification of eligible classroom accommodations. Notification to the instructors also includes information on testing services for exams and quizzes, notetaking services, online instructors, and closed captioning. Instructors are encouraged to contact the ALS Office if they have any questions on providing accommodations.

If the student receives a testing accommodation, the instructor must give the student the approved additional time to take the test or quiz. This time is in addition to what is given the rest of the class. This additional time determination will be made on a case-by-case basis and will be based on the individual needs of the student. If the instructor is unsure of how to extend the time in Moodle, the instructor should contact Moodle Support at [moodlesupport@hfcc.edu](mailto:moodlesupport@hfcc.edu) to arrange extended time on tests/quizzes. The ALS office is available to assist the instructor with this process.

If the instructor has a concern with the accommodation and believes that it is a fundamental alteration of the course, the ALS office will convene a group of knowledgeable College employees to evaluate the concern and, if necessary, propose any other accommodation alternatives.

## PREFERENTIAL SEATING

ALS staff will notify via an accommodation letter of a student's need to sit in a particular area of the classroom. Sometimes students need to sit close to the front of the room or near the instructor. There may be times when a student needs a different seating arrangement. The student is encouraged to work with the instructor to determine the most appropriate seating arrangements.

## PRIORITY REGISTRATION

Eligibility for priority registration is determined based on the student's substantial limitations as noted in the student's documentation and student's self-report. Early registration may be appropriate for those who need to schedule classes in a restricted time frame, for students who have medical issues in which a regimented treatment schedule is required, for those on certain medications that allow for better learning at certain times of day, and/or to ensure accommodations that need significant preparation time. If a student is allowed priority registration and chooses to not use it, he/she may be delayed in receiving accommodations through the ALS Office.

## TESTING ACCOMMODATIONS\*

Students must notify their instructor that they plan to take the test in the ALS Office. Instructors must work with the ALS Office to ensure that the student has access to this accommodation. The student must notify the ALS office at least one (1) week prior to the testing date.

Students who require reader/scribe accommodations are required to notify staff when scheduling their appointment. Students who receive this accommodation, may also be granted extended time on tests, quizzes, and exams. Please review the student's individual accommodations to determine if extended testing time is granted.

Tests scheduled with the ALS Office are final and must be approved by the instructor. Please refer to Testing Accommodations Form that is to be completed by the instructor and returned to the ALS Office prior to the test being proctored.

Students who require extended time on tests may be allotted, for example, time and a half (unless otherwise noted) longer to take a test or quiz than the other students in the class (i.e., if the class is normally given one hour for a test, quiz, or exam, a student with a testing accommodation will receive additional time to take the test, quiz, or exam). Extended time will be determined on a case-by-case basis and based on the individual needs of the student.

The ALS staff will provide more in-depth information on testing accommodations at the intake appointment if this accommodation is requested.

*\*Testing Accommodations include tests, quizzes, exams, or mid-terms.*

## STUDENT DISPUTE RESOLUTION AND APPEAL PROCESS

Accommodations are determined on an individual basis. Assisted Learning Services (ALS) Office will work with the students in a professional and fair manner. If there is a disagreement regarding ALS services, students should follow the dispute resolution and appeal process.

1. The student should discuss their concern with the ALS Counselor at [als@hfcc.edu](mailto:als@hfcc.edu) or (313) 845-9617. The ALS Counselor will discuss alternative solutions and perspectives that will be taken under consideration by the student.
2. If an agreed upon solution is not reached, the student may write an appeal to the Associate Dean of Counseling. The Associate Dean of the Counseling Department at [counseling@hfcc.edu](mailto:counseling@hfcc.edu) or (313) 845-9611 must receive your appeal within 15 business days from the time the student discussed their concern with the ALS Counselor.
  - a. The student's appeal statement should include the following:
    - i. Date complaint is being made.
    - ii. The student's name.
    - iii. Course information that pertains specifically to the grievance.
      1. Course name
      2. Section number
      3. Instructor's name
      4. The class assigned location (i.e., Main Campus, Online, or Hybrid)
    - iv. Name of ALS Counselor.
    - v. Nature of the concern or complaint. The student should be as specific as possible including chronological order of events and include any supporting documentation.
    - vi. Suggestion as to the ideal resolution to the disagreement.
3. The Associate Dean will collect information from all parties involved. The Associate Dean may meet individually with the student or with all involved, with efforts to reach an agreed upon solution with the student or provide the student with ALS office formal position on the disagreement. The Associate Dean will provide the ALS office formal decision to the student within 15 business days of receiving the student's written complaint.

If a student does not believe this dispute and appeal process was followed properly, within 10 business days of receiving the Associate Dean's final determination, the student may seek review of the process by submitting a written request to the Vice President of Student Affairs (VP) at [hadiamond@hfcc.edu](mailto:hadiamond@hfcc.edu). The VP will review only the dispute and appeal process that was undertaken to evaluate the requested accommodation(s) to determine whether the process was properly followed. The VP will not address the underlying

accommodations. Once the VP receives the student's written request to review the appeal process, the VP will issue a written review decision within 15 business days. The final VP decision will be given to both the student and the Associate Dean.

## ALS CONSULTIVE SERVICES TO HFC COMMUNITY

ALS staff are committed to providing consultative and educational services to our HFC community.

- We honor the confidentiality and privacy of our ALS students and will consult with HFC faculty and staff as appropriate to assist the student in their academic program and when providing academic accommodations.
- ALS will send notifications to HFC instructors, each semester, regarding student accommodations.
- ALS staff provides education to the HFC community about disability related issues.
- ALS staff will present at campus wide events, conferences, seminars/workshops, etc. regarding ALS services and disability specific issues.
- ALS staff, under the supervision of the Counseling Department Associate Dean, will advise faculty of their rights and responsibilities in cases that involve EEOC, Civil Rights, or ADA complaints.

## QUESTIONS?

Any questions about Assisted Learning Services or the contents of this document should be referred to:

Henry Ford College Assisted Learning Services  
Building A-125, main campus  
313-845-9617  
[als@hfcc.edu](mailto:als@hfcc.edu)

Inquiries will be addressed in the order they are received. Responses will only be made during HFC business hours.