

**Handbook
for Students
with
Disabilities**

Get There



HOWARD

COMMUNITY COLLEGE

You Can Get There From Here.



ENHANCING STUDENT SUCCESS

This guide is provided to assist students with disabilities in understanding the processes they must follow to receive accommodations for their disability at Howard Community College. It is designed to clarify the institution's legal obligations to students with disabilities as well as the student's rights and responsibilities in accessing services on our campus.

Every student brings their own unique set of strengths and weaknesses to the higher educational environment. It is our philosophy and our hope that students will make use of a combination of services and accommodations to enhance their success while attending Howard Community College. Included in this guide you will find information on the services provided by the Disability Support Services Office in cooperation with the Student Support Services Office as well as information on other campus resources. We sincerely hope the information provided will facilitate and enhance your success here and look forward to working with you.

RIGHTS AND RESPONSIBILITIES

Students with disabilities at Howard Community College have the right to:

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

Students with disabilities at Howard Community College have the responsibility to:

- Meet qualifications and maintain essential institutional standards for the programs, courses, services, jobs, activities, and facilities
- Identify to Disability Support Services as having a disability in order to receive accommodations and to seek information, counsel and assistance as necessary
- Provide documentation to DSS (or SSSP) from a qualified professional about how their disability limits participation in courses, programs, services, jobs, activities and facilities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Howard Community College has the right to:

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate faculty, staff and students on this basis
- Request and receive, through DSS or Student Support Services (SSSP), current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations, adjustments, and /or auxiliary aids and services
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the College

Howard Community College has the responsibility to:

- Accommodate the known limitations of an otherwise qualified student with a disability
- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities, and facilities when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate faculty, staff, students and applicants on their abilities, not their disabilities
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for faculty, staff, students and guests with disabilities in courses, programs, services, jobs, activities, and facilities
- To maintain appropriate confidentiality of records and communication, except where permitted or required by law
- To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction

HOW TO APPLY TO THE COLLEGE

An increasing number of students, including students with disabilities, are successfully pursuing post secondary education to obtain a degree or enhance their skills for the job market. Howard Community College is an open enrollment institution. This means that previous educational achievement is not used as a basis for initial admission to the college. SAT or ACT scores **are not** a requirement for admission although certain scores on these tests may exempt students from placement testing once they enroll. Academic ability and a desire to learn are the only requirements for admission.

Application to Howard Community College

In order to apply to the college, students must complete the following steps:

- 1 Submit an application to the college. Applications for Admission can be picked up at the Admissions Counter or completed from the web. The HCC website is found at www.howardcc.edu.
- 2 Take Placement Test (s) in the area of English and math. Students must sign up in advance at the Admissions Office for these tests. To sign up, call or stop by the Admissions Counter 443-518-1200 V/TDD. Special testing accommodations must be arranged through Disability Services (443-518-1300).
- 3 Upon completion of the Placement Test (s), the student should make an appointment with Disability Services by calling 443-518-1300 to set a time to review their results with a counselor.
- 4 Previous college level English or Math courses or scores on SAT/ACT tests may exempt a student from having to take Placement tests. Students who produce official documentation of scores or prior college level coursework may receive automatic clearance into the next appropriate level at Howard Community College.
- 5 Have previous official college transcripts sent to Howard Community College. A total of 45 credits may be transferred in. Have transcripts sent to: Howard Community College, 10901 Little Patuxent Parkway, Columbia, MD 21044 Attention: Admissions. Put in a request to have a formal evaluation done on the transcripts. You must declare a major in order to have the evaluation done. This request is made at the Admissions Office (443-518-1200). If the student does not submit the request form, the evaluation will not be done.
- 6 Contact the Financial Aid Office for information about grants, loans or scholarships (443-518-1260).
- 7 If you are interested in the Nursing program at HCC, contact the Admissions Office at 443-518-1200 to speak to one of the advisors designated for this program. Once you have registered, obtain a Student ID and/or Parking sticker from the Security Office in RCF 117 (443-518-5500).

Placement Tests

During the admissions process, placement tests are required in English and Mathematics for most students. Special arrangements, such as individual tests sessions and adjustment of testing procedures, may be made on an individual basis to meet the needs of incoming students. The reading, sentence skills, and mathematics tests are **not timed**. Although the writing sample test is timed, it can also be given not timed when this is necessary.

Who takes placement tests?

- 1 All students seeking degrees from Howard Community College.
- 2 All students planning to take English or Math classes.
- 3 Any student planning to enroll in classes with English or Math pre or corequisites.
- 4 All students seeking admission to clinical nursing courses must take English placement exams regardless of previous college-level English coursework,
- 5 All students must take placement exams by the time they have accumulated 12 semester hours or credits, regardless of their academic goals.

The results of these tests are used for **placement only**, not admission. There are English and mathematics classes available for students at every level. Placement test results may also be used to determine whether students would benefit from the developmental reading, writing and mathematics courses offered through the English and Mathematics Departments.

ACADEMIC SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

Academic support for students with disabilities is provided through several different means and service areas at HCC. Nearly all programs and services are provided under the umbrella of the Academic Support, Counseling and Career Services Office. Students requesting accommodations for a disability must self identify or present themselves to the Disability Services Office or the Student Support Services Office in order to secure accommodations. In addition, the Learning Assistance Center provides academic tutoring to all students enrolled in credit coursework at HCC.

DISABILITY SUPPORT SERVICES

The Disability Support Services Office is located in RCF-302. Students with documented disabilities covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 should report to this office to arrange for accommodations for their disability while they are enrolled in credit classes. It is the student's responsibility to provide documentation of their disability to the Disability Services Office. No disability testing (testing for the purpose of identifying or verifying disability) is conducted on our campus. Guidelines for appropriate documentation are discussed later in this handbook under "*Documentation Guidelines*". Services provided include, but are not limited to special testing accommodations (e.g., extended time for tests), note takers, readers, writers, proctors, enlarged print materials, assistance with securing taped textbooks, training on adaptive equipment and other "reasonable" accommodations. Students must meet with a counselor to set up services. The telephone number for Disability Services is: 443-518-1300.

STUDENT SUPPORT SERVICES

The Student Support Services Program is a support services program funded by a federal (TRIO) grant from the Department of Education in Washington, DC and is also located in RCF 302 of the Rouse Company Student Services Hall. The Program has been in existence on Howard Community College's campus since 1979 and has been successfully refunded at four- year intervals since that time. The Program targets three populations of students with more intensive support services in order to increase their retention and the probability of their successful transfer or completion of a degree or certificate program. The three populations of students served by the grant are:

- 1) Students who are low-income (by federal guidelines for income and family size);
- 2) First generation college students (neither parent received a four-year degree), and;
- 3) Students with documented disabilities (e.g., physical, psychiatric or learning disabled, etc.) The grant is funded to serve 225 students.

Approximately 125 of the students served under the grant are students with disabilities.

The Student Support Services Program (SSSP) offers a variety of services to students. Academic specialists are available to provide intensive support if students are having difficulties with reading, writing, English as a second language, mathematics, learning disabilities or study skills. The program also provides counseling services to Program participants. Counseling services include personal counseling, academic advisement, transfer counseling, counseling concerning advocacy/accommodations and referral for testing for learning disabilities and other support services. Additionally, individual tutoring in most content courses is provided one hour per week per each class.

The academic specialists in the Student Support Services Program will also act as liaisons between students with disabilities and faculty. After consulting with the faculty and other appropriate personnel, they will suggest and/or provide specific accommodations. Such accommodations may include the use of sign language interpreters, readers, writers, note takers, specialized equipment such as screen readers, magnifiers and other software and hardware to address specific areas of weakness.

VOCATIONAL SUPPORT SERVICES

The Vocational Support Services program is also funded through a grant. Students must meet eligibility requirements to receive services under this program. Students enrolled in a career/vocational major who are academically disadvantaged or who have a documented disability are eligible for services through this program. Free small group and individual tutoring in vocational courses such as nursing, accounting and electronics as well as specialized equipment or resource materials have been provided through vocational support services funding.

MODIFICATIONS/ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

It is important to note that according to the college's nondiscriminatory policy, applying students do not have to inform the college that they are disabled. However, it is to the student's advantage to inform college personnel as quickly and as completely as possible. By law, the college is required to provide any reasonable modifications or accommodations that may be necessary in order for the student with disabilities to have equal access to educational opportunities and services.

If these modifications and/or accommodation are not requested, the college is not legally obligated to provide them. Therefore, it is the student's responsibility to identify himself/herself to the Disability Support Services Office and to request appropriate modifications and/or accommodations. It is also important that parents understand that they cannot arrange accommodations for their children at the post-secondary level. The student must request and consent to the services provided.

Documentation of the student's disability is to be provided to the Disability Services office. Students who meet the eligibility guidelines for the Student Support Services guidelines will be referred to the SSSP office as openings for new program participants become available. Documentation submitted to either the Disability Support Services Office or the Student Support Services Office is kept in confidential files and is kept separate from other college records. Records in each office will remain confidential unless the student signs a written release form. When requesting accommodations from your college instructors, it is **NOT necessary** to provide them with copies of your documentation. If an instructor needs to confirm your need for accommodations, ask them to call Disability Services or Student Support Services at 443-518-1300.

The modifications and/or accommodations required by students may differ, depending on the nature of the student's disability.

Because of the difficulty in finding sign language interpreters, students who are deaf and are in need of sign language interpreters must notify Disability Support Services minimum of two weeks prior to classes. To be better prepared to meet your need for a sign language interpreter, we strongly encourage you to allow us to assist you with the selection of your courses and suggest you register early.

HOW TO APPLY FOR ASSISTANCE/ACCOMMODATION

APPLICATION FOR ASSISTANCE

To apply for assistance, students must do the following:

- 1 Call 443-518-1320 V/TDD or visit the Learning Assistance Center (RCF 340) on the second floor of the LRC Building to have an application mailed to you or to pick one up.
- 2 Complete the Learning Assistance Center Registration form and Tutor Request forms. Return the completed forms with a copy of the most recent documentation of your disability to the Learning Assistance Center or the Disability Support Services Office (RCF 302).
- 3 Call 443-518-1300 to set up an appointment to meet with a counselor.
- 4 Discuss possible accommodations with the counselor, who will help to develop a plan for academic support, counseling and advisement. Together you will complete and Accommodation Request form. Following completion of the Accommodation Request memos will be sent to your instructors detailing what accommodations have been agreed upon. It is still your responsibility to speak with your instructors to make sure they have received the memo and to make sure your needs for their particular class are clear. If you have difficulty with making arrangements with your instructor for your accommodations, please contact your counselor. He/she can act as an advocate on your behalf.
- 5 If a sign language interpreter is needed, submit an application at least two weeks prior to the semester.
- 6 If a reader/ writer/proctor is needed as a test accommodation, you need to provide your counselor with a list of dates for your exams in each class. You also need to provide your instructors with a Reader/Writer Test Form (available in RCF-302) and to remind the instructor two weeks prior to the test that you will need this special accommodation. Because we employ part-time personnel to act as Reader/Writers, we require as much as two weeks lead time in order to schedule readers, writers or proctors for your exam (s). This is especially true during peak exam periods.
- 7 Students who use wheelchairs or have other mobility difficulties need to notify their instructors in advance if they are enrolled in a field trip course such as ARTT-221 or ARTT-220 so that the college can provide a wheelchair accessible bus and make appropriate accommodations at the field trip sites.

DOCUMENTATION GUIDELINES

It is the legal right of the college under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) to request documentation to verify the existence of a disability to assist in determining a student's need or eligibility for services or assistive technology to minimize the impact of the disability.

In order to insure that reasonable accommodations are provided to students with disabilities, students are required to submit proper documentation of their disability to the Disability Support Services Office or the Student Support Services Office. This documentation is not part of the student's college record and is maintained in confidential files in the DSS or SSSP offices. Documentation will be kept for five years; then it will be destroyed, unless the student requests that it be returned to them.

In the following pages, guidelines for specific disabilities are provided to assist students in obtaining appropriate documentation from a qualified professional. Documentation informs the DSS or SSSP counselors of the nature of the student's disability and the impact of the disability on the student's functioning. This information assists the counselor assigned to the student in determining the student's accommodation needs.

It is in the student's best interest to submit their documentation to the DSS or SSSP office at least two weeks prior to the start of classes in order that services and accommodations can be arranged before classes begin.

Howard Community College

Documentation Guidelines: ADD/ADHD

In order to ensure that students with disabilities at Howard Community College will be able to receive appropriate and reasonable accommodations for their college classes, the college requests that students submit documentation to determine their eligibility for services. These guidelines are provided to assist the student in obtaining complete and accurate documentation. All documentation is confidential and will be secured in the office of Disability Services.

Guidelines:

1. Documentation must include a medical or clinical diagnosis of ADD/ADHD based on the DSM-IV criteria and a description of past and present symptoms.
2. The documentation must include the qualified professional's name, title, professional credentials and affiliation. Professionals who are qualified to diagnose ADD/ADHD include psychiatrists, psychologists, medical doctors and neurologists trained and experienced in this area.
3. The documentation must reflect current symptoms and level of functioning.
4. Documentation should include the following:
 - Quantitative and qualitative information to support the diagnosis;
 - Summary and interpretation of assessment instruments (clinical interviews, behavioral checklists, observations, etc.);
 - Recommendations for prescriptive treatment, including medication;
 - Recommendations for academic accommodations; and
 - Evaluation as to if there is any possibility of a dual diagnosis.
5. Neither a 504 plan nor an individualized educational plan (IEP) constitute sufficient documentation but may be submitted along with a medical or clinical evaluation.

Howard Community College

Documentation Guidelines: Learning Disabilities

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific leaning disability as defined by the DSM-IV must be submitted. If there is a dual diagnosis (ADD/ADHD, mood disorder, etc.), it should be noted.
2. The evaluation must be performed by a professional licensed/ certified in the field of learning disabilities. Professionals who are qualified include psychiatrists, psychologists, neuropsychologists, and learning disabilities specialists.
3. The evaluation should be based on a comprehensive battery of tests that would include:
 - Cognitive Functioning/Intelligence Test: An individually administered intelligence test such as the WAIS-R or the WAIS-III. Sub-test scores should be included.
 - Academic Achievement: A comprehensive academic achievement battery such as the Woodcock-Johnson must document deficits relative to potential. This should include current levels of functioning in relevant areas.
 - Information Processing: Specific areas such as short and long term memory, auditory and visual perception/processing, and executive functioning should be assessed.
 - Social-Emotional Assessment: Assessment should be included that rules out a primary emotional basis for learning difficulties.
 - Clinical Summary: A diagnostic summary including specific recommendations for accommodations.
- 4 . Neither a 504 plan nor an individualized educational plan constitute appropriate documentation, but may be submitted in addition to the above.
5. The documentation must reflect the current status of the disability, and be as up- to-date as possible (preferably have been done within the last three years). If the documentation is older than this, the student may be required to submit updated information and/or documentation.

Howard Community College

Documentation Guidelines: Physical and Sensory Disabilities

1. Documentation must include a medical diagnosis of the disability/condition.
2. The diagnosis should be made by an appropriate medical provider or specialist in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided.
3. The documentation should include the following information:
 - Duration of the disability - Is the disability temporary or permanent? If temporary, an estimate of how long the condition will persist.
 - Stability of the disability – Is the disability stable, progressive, fluctuating?
 - Impact of the disability and medication on academic functions such as the ability to concentrate, ability to attend class regularly, stamina, mobility, etc.
 - Recommendations for academic accommodations based on specific symptoms of the disability
4. The documentation must reflect the current status of the disability. If the documentation does not, students may be required to submit updated information and/or documentation.

Howard Community College

Documentation Guidelines: Psychiatric Disabilities

1. Documentation must include a medical or clinical diagnosis of the psychiatric disability based on the DSM-IV criteria and a rationale for diagnosis.
2. The evaluation must be performed by a licensed mental health professional which could include a psychiatrist, a clinical psychologist, a licensed clinical social worker, or a licensed professional counselor. The diagnostician's name, title, professional credentials, and affiliation must be provided.
3. The documentation should include the following:
 - Information regarding the severity of the disability;
 - Information regarding the specific academic functions affected by the disability and the medication (ability to concentrate, ability to attend class regularly, stamina, ability to interact with others, etc.);
 - Recommendations for academic accommodations based on specific symptoms of the disability.
4. Documentation must reflect the current status of the disability. If the documentation does not, students may be required to submit updated information and/or documentation.

ADDITIONAL SERVICES AND RESOURCES FOR STUDENTS

THE LEARNING ASSISTANCE CENTER (LAC)

The Learning Assistance Center (LAC) was established within the college to meet students' academic needs. The LAC is located within the Rouse Company Foundation Student Services Hall on the third floor RCF-340 and provides services to all students, including students with disabilities. A variety of services are provided to students through the LAC, including tutoring, specialized equipment, a computer lab, and the Write Room.

Tutoring Services:

Academic tutoring services are available to all credit student enrolled at Howard Community College. Tutors are usually available in such subject areas as accounting, biology, business administration, computer science, economics, engineering, English, nursing, sciences, mathematics, and the social sciences. Tutoring services are provided free to students and include individual, group and drop-in tutoring. Scheduled tutoring (individual or group) is generally one hour per week, per class. Drop-in tutoring is provided to address the needs of students who only require limited academic support.

The Write Room:

The Write room offers assistance with writing assignments across the curriculum (not just English papers) to all students on a drop-in basis. It is staffed by English tutors and faculty. Hours for the Write Room for each semester are scheduled in advance and a printed schedule is available to students at the front desk of the LAC. This schedule is generally available by the second week of classes each semester.

Computer-aided Tutorials:

Computer-aided tutorials are open to all students. Tutoring software for all content areas, for remedial work and for skill building is available. Writing and word processing software is also readily available. There is a computer lab area in the Learning Assistance Center. Every effort is made to insure that software programs being used in the English and mathematics areas as well as other academic areas, are also available in the LAC.

Workshop Series:

The Learning Assistance Center sponsors a series of workshops each semester that is open to all students. Topics covered include study skills, the assessment of learning style, note taking, and time management, beginning word, conducting a library search, writing a research paper, and reducing test or math anxiety. Schedules of workshop offerings with times and dates are generally available by the third week of classes each semester.

How To Apply For Tutoring Assistance: Students who desire ongoing, weekly scheduled tutoring must complete a Learning Assistance Center Registration form. This form is completed only once to determine how the college will pay for your tutoring services and to see if you are eligible for additional assistance from one of the grant-funded programs. You must also complete a Tutor Request form each semester telling us the courses you want tutoring in and the times you have available in your schedule to meet with a tutor. Scheduled tutoring sessions are one hour per week, per class. Drop-in tutoring is also available to students in the LAC on a first-come, first-serve basis. No registration form is needed to access these services.

ASSISTIVE TECHNOLOGY

Assistive Technology is available for any Howard Community College student who is registered for any class taken for credit and has documented physical or learning disabilities. **Before the beginning of a school term**, eligible students should contact the Disability Student Services at 443-518-1300 to make an appointment to talk with a disability counselor. After talking with a counselor and determining what accommodations the student would need, then the student should contact the Learning Assistance Center 443-518-1320 for an assistive technology assessment. Then the student would set up a series of appointments to be trained on how to use the technology, if training is necessary. Some assistive computer programs may take from **one week to three weeks** to learn how to use them, depending upon how computer literate the student is. Basic computer instruction is also available through the Learning Assistance Center. .

Examples of assistive technologies includes the following:

- Screen magnifiers, which are used by people with visual disabilities to enlarge and change colors on the screen to improve the visual readability of rendered text and images.
- Screen readers are used by people who have low vision or have reading disabilities to read textual information through synthesized speech. Some screen readers have scanning, reading and writing capability. You are able to scan a page from a book and then the screen reader will read the page back to you and highlight the words as they are spoken to you. Screen readers can read characters, words or lines of text. Screen readers also can read e-mail, web pages or read text back to you that has just been typed.
- Voice recognition software may be used by people who have some physical disabilities.
- Ergonomic keyboards and alternative mouse pointing devices are used by people with certain physical disabilities.
- CCTV takes material placed on a platform and magnifies the material on a large screen TV located just above the platform.
- Reading pens will scan a printed word and you can see its definition displayed on the built-in LCD screen. It will also read out loud the definition or earphones can be used in a classroom.
- Electronic dictionaries that have full speech controls to read screens or speak individual words at the speed you choose. They are less than 6 inches square and have a large-type display option, with a high-contrast screen for low vision users.
- Furniture for use in class rooms for students with physical disabilities.

GRIEVANCE PROCEDURES

Students with disabilities who have complaints either regarding the physical accessibility of the campus or regarding the provision of an academic accommodation should follow these procedures.

1. Contact your Student Support Services (SSS) or Disability Support Services (DSS) counselor and make an appointment to discuss the complaint. Your DSS or SSS counselor will work with you and your instructor (if appropriate) to try to resolve your issue. Please note that special accessibility requests should be made two weeks prior to the start of classes. These kinds of requests would include things like sign language interpreters, access to a bus with a wheelchair lift (in a field trip class offering transportation), assistive technology in a particular classroom and/or specialized seating arrangements for classes. The SSS/DSS office may be reached at 443-518-1300.
2. If you have discussed your concern with accessibility of the campus and/or a particular course accommodation with your counselor and you feel it has not been adequately resolved by the counselor, you need to put your concern in writing and direct it to Ms. Janice Marks, who is the 504/ADA Coordinator and the Associate Vice President for Student Development. She may be contacted by e-mail at jmarks@howardcc.edu or by phone at 443-518-4840. She will meet with you to discuss the situation and see if she can help resolve it. If the complaint is of an academic nature (as opposed to an accommodation issue), you may be advised of the college's Student Academic Complaint Procedures. These procedures will be explained to you and can be found at:
[http://www.howardcc.edu/about_hcc/organizational_leadership/administrative_policies_procedures/10 - Instruction/10.14.02-Academic-Procedures.html](http://www.howardcc.edu/about_hcc/organizational_leadership/administrative_policies_procedures/10-Instruction/10.14.02-Academic-Procedures.html)

COURSE SUBSTITUTION POLICY

Under defined circumstances, the faculty of the Student Support Services Program or the Disability Support Services Office may find it appropriate to assist a student in obtaining a waiver/substitution for a particular course. The guidelines for the substitution of a course (s) in A.A. degree requirements for learning disabled students at Howard Community College are as follows:

1. Eligibility:

- A. The student has written documentation that he/she is disabled and that he/she cannot complete the course work as a result of his/her disability.
- B. The student has demonstrated that he/she cannot complete the course by making at least two sincere attempts at passing the course.
- C. The student has demonstrated that he/she has taken advantage of all the academic support (i.e., tutoring, instructional specialist, and faculty) services available on campus.

Appeal Procedures:

- A. The eligible student must submit a written request to the Vice President of Academic Affairs for consideration for a course substitution.
- B. The Vice President of Academic Affairs will convene a panel consisting of one faculty member from the student's major area, one faculty member from the content area and one staff member from Disability Support Services or Student Support Services.
- C. The panel will make a recommendation to the division chairperson of the respective student's program area. The panel should exercise fair and reasonable deliberation in deciding the course substitution.
- D. The respective division chairperson will make a recommendation to the Vice President of Academic Affairs for the approval or denial of the particular course replacement.
- E. The decision of the Vice President of Academic Affairs is final.

Because of the ever-increasing number of students attending the college, the faculty of Howard Community College has become "expert" at finding ways to meet students' special needs. We welcome the opportunity to help students to achieve success at Howard Community College