DISABILITY SUPPORT SERVICES

Student Handbook

Howard Community College

Contents

Nondiscrimination, Equal Opportunity, and Affirmative Action

The Board of Trustees of Howard Community College is committed to providing equal opportunity through its employment practices, educational programs, admissions and the many services it offers to the community. The board of trustees has committed the college to undertake an affirmative action program to enhance equality of opportunity and the recruitment of minorities. It is the policy of the college to abide by all applicable requirements of state and federal law so that no person shall be discriminated against or otherwise harassed on the basis of race, religion, disability, color, gender, national origin, age, political opinion, sexual orientation, veteran status, genetic information, or marital status. The college will adhere to applicable laws and regulations affecting affirmative action and equal employment opportunity.

Welcome

Dear Student,

We would like to take the opportunity to say welcome to Howard Community College, where we really believe that "you can get there from here". Disability Support Services is committed to ensuring that all students with disabilities, who are otherwise capable of meeting all technical standards of the programs in which they are enrolled, are provided access to all facets of Howard Community College. In order to ensure your success, please use this as a guide in understanding the processes to follow when receiving accommodations for your disability at the college. This handbook is designed to clarify the institution's legal obligation to students with disabilities as well as the student's rights and responsibilities in accessing services on our campus. Howard Community College prides itself on not only following the letter of the law, but going beyond this wherever possible to also follow the spirit of the law. We truly believe that all students with disabilities deserve to be fully integrated into all aspects of student life.

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 at Howard Community College.

We wish you the best of luck in your endeavors at the college and look forward to working with you!

DSS Staff

Disability Support Services (DSS) is a college-funded office responsible for supporting students with documented disabilities who are enrolled in credit classes. Initial intake for all students with disabilities will be done by the DSS counselors. Upon meeting with a DSS counselor, students will complete paperwork which will help the college determine whether they are eligible for the Student Support Services Program (SSSP). Eligible students will be referred to the director of SSSP for consideration for enrollment into the program.

SSSP is a support service program funded by a federal TRIO grant from the U.S. Department of Education in Washington, D.C. This program serves three populations of students: students with documented disabilities, students who are low income, and first generation college students. The SSSP offers services in order to increase student retention and the probability of a successful transfer to a four year school or completion of a degree or certificate program at Howard Community College.

Both offices require that students must identify themselves as having a disability in order to receive accommodations, and to seek information, counseling and assistance as necessary.

DSS Office Information

10901 Little Patuxent Parkway
Columbia, MD 21044
443-518-1300 for an appointment/ Fax: 443-518-4276

Hours of Operation:
Monday – Friday 8:30-5:00
Evening Hours available by appointment

DSS Staff Contact Information:

Kathy McSweeney	Director of Disability Support Services	kmcsweeney@howardcc.edu
Courtney Sales	DSS Counselor	csales@howardcc.edu
Ronni Uhland	DSS Counselor	ruhland@howardcc.edu
Peggy Hayeslip	DSS Counselor	phayesli6191@howardcc.edu
Marie Hughes	Technology Specialist	mhughes@howardcc.edu

DSS Staff Position Functions

Counselors- collaborate with the student in the planning and the implementation of appropriate services and accommodations. The counselors work in partnership with students on disability-related issues of academic accommodations, learning strategies, advocacy skills, transition issues, and career planning. In a collaborative role, counselors provide academic advising and assist students in choosing courses that best meet their strengths as well as address their weakness in an academic setting. Counselors are able to assist students in achieving an academic balance.

Technology Specialist - coordinates the procurement, scheduling, and proctoring of exams requiring reader/writers when using the Individual Proctoring Service (IPS) through the DSS office . The technology specialist provides alternative formats of media and manages the assistive technology lab.

SSSP Staff

Hours of Operation:
Monday – Friday 8:30-5:00
Evening Hours available by appointment

SSSP Staff Contact Information:

Debra Greene	Director of Academic Support Services	dgreene@howardcc.edu
Joan King	Assistant Director of Student Support Services	jking@howardcc.edu
Brandon Bellamy	Assistant Director of Student Support Services	bbellamy@howardcc.edu
Lucy Hunter	Reading Specialist	lhunter@howardcc.edu
Linda Reed	Office Manager	lreed@howardcc.edu

SSSP Staff Position Functions

Counselors- collaborate with the student in the planning and the implementation of appropriate services and accommodations. The counselors work in partnership with students on disability-related issues of academic accommodations, learning strategies, advocacy skills, transition issues, and career planning.

Generally, students with documented disabilities self-identify to Disability Support Services and are then referred to the Student Support Services Program. In addition to providing the services mentioned above, the Student Support Services Program provides advising; scheduling services, transfer counseling, assistance with applying for financial aid and scholarships, financial literacy education and cultural events/ workshops to program participants.

Confidentiality and Release of Information

- The DSS/SSSP views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information.

- Any written material regarding a student's disability obtained by DSS/SSSP is used to verify the disability and plan for appropriate services.

- All disability-related information for students at Howard Community College is housed in the Disability Support Services /Student Support Services Office. Each student has a separate file housed in a secure filing cabinet. Only staff persons working for the Academic Support Division have access to these files.

- Disability information may be released only when a student submits a signed "Release of Information" form to DSS.

- The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA), do not allow faculty or others access to disability-related information.

- According to the Association on Higher Education and Disabilities (AHEAD), "Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA."

- According to AHEAD, "it is only necessary to share with the faculty the information that a student has a documented disability and need for accommodation(s)." Faculty members have no need to know the nature of the disability, "only that it has been appropriately verified by the individual (office) assigned this responsibility on behalf of the institution."

- A student may request to review the contents of his/her own file when the counselor is present. All information in the file is the property of DSS/SSSP.

DSS/SSSP will retain all disability documentation (hard copy) for seven years (from last year of enrollment). After seven years, the student's documentation, last accommodation memo and accommodation contract will be scanned into our confidential data base.

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 DSS/SSSP as having a disability (in a timely manner) in order to receive accommodations and to seek information, counsel and assistance as necessary

- Provide documentation to DSS 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

- Contact DSS/SSSP if student is experiencing difficulties/issues with his/her accommodations

- Provide current documentation from a qualified professional that supports requests for 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

- 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

- Request may be denied if the college has determined the accommodation request is unreasonable, causes undue hardship, and/or imposes a fundamental alteration in a program or activity of the College

Howard Community College has the responsibility to:

- Provide reasonable accommodations to address the known limitations of an otherwise qualified student with a disability

- Provide information in accessible formats upon request for students with disabilities

- 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 students and applicants on their abilities, not their disabilities

- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities. DSS may guide guests with disabilities attending Howard Community College sponsored events/programs in receiving accommodations

- Maintain appropriate confidentiality of records and communication, except where permitted or required by law

- Maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction

Student Code of Conduct

Howard Community College expects its students to adhere to high standards of honor and good citizenship. All students, regardless of disability status, must conduct themselves in a responsible manner, which reflects credit upon themselves and the college. Acts of student misconduct, including disorderly, disruptive, obscene or indecent conduct on college owned or controlled property, or at off campus functions sponsored by, or participated in by the college may be subject to disciplinary actions. Examples of possible institutional sanctions for students found responsible for violating the Student Code of Conduct include discretionary sanctions, letter of warning, disciplinary probation, suspension, and expulsion.

For more information regarding Howard Community College's policies and procedures regarding code and conduct, please refer to the Student Handbook at

http://www.howardcc.edu/students/student_handbook/handbook.html

Admission Procedures for Howard Community College

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

- Submit an application to the college. Applications for Admission can be picked up at the Admissions Counter or completed from the web. The HCC application is found at https://www.howardcc.edu/admissions/application_for_admissions.html.

- Take Placement Test(s) in the area of English and Math. For Testing Center hours of operation please call 443-518-1280, or visit: http://www.howardcc.edu/admissions/advising/testcenter/

o Tests are not timed, and students may use calculators. For any other accommodation needs, student must provide documentation and meet with a DSS counselor prior to testing.

Placement Scores/Test

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. Students are highly encouraged to take the practice test at http://media.collegeboard.com/digitalServices/pdf/accuplacer/accuplacer-sample-questions-for-students.pdf

During the admissions process, placement tests are required in English and Mathematics for most students. Special arrangements, such as individual test sessions and adjustment of testing procedures, may be made on a case by case basis to meet the needs of incoming students. The reading, sentence skills, and mathematics tests are **not timed**. Students using the DSS Individual Proctoring Service will be scheduled in blocks of no longer than four hours. Although the writing sample test is timed, it can also be given not timed when this is necessary.

Who takes placement tests?

- All students planning to take English or Math classes.

- Any student planning to enroll in classes with English or Math pre or co-requisites.

- All students seeking admission to clinical nursing courses must take English placement exams regardless of previous college-level English coursework.

- All students must take placement exams by the time they have accumulated 12 semester hours or credits, regardless of their academic goals.

- 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.

What are placement test used for?

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.

Students may only retest once in a 24-month period. There is a _mandatory 24 hour waiting period_ between testing. Third attempts _must be approved in advance_ in writing on college letterhead, or email by the English and World Languages or Mathematic Department.

Special testing accommodations must be arranged through Disability Support Services. Individual proctoring services need to be arranged in advance by your DSS counselor by scheduling an appointment at 443-518-1300. Please be advised, special testing accommodations are items beyond extended time and use of a calculator. Upon completion of the Placement Test (s), the student should make an appointment with Disability Support Services by calling 443-518-1300.

If you have previous college work and transfer credits, send your previous official college transcripts 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. Complete the Official Transcript Evaluation Request From at the link below: https://www.howardcc.edu/admissions/transcript_evalform.html.

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.

What about Financial Resources?

- Contact the Financial Aid Office for information about grants, loans or scholarships (443-518-1260). http://www.fafsa.ed.gov/

- Students who receive SSDI (Social Security Disability Insurance)/Supplemental Security Income (SSI) may be eligible for a tuition wavier. For more information please visit http://www.howardcc.edu/admissions/pay/docs/Guide_for_Tuition_Waiver_for_Students_with_Disabilities.pdf

- Other Financial Resources for Students with Disabilities http://www.howardcc.edu/students/academic_support_services/disability_support_services/Financial_Aid_Resources.html

Once you have registered, obtain a Student ID and Parking sticker from the Security Office in RCF 117 (443-518-5500).

Eligibility for Disability Related Services

To be eligible for disability related services, students are responsible for identifying themselves and disclosing information about the disability to the DSS or SSSP staff. Students are also responsible for supplying written documentation of the condition as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

Each student who requests accommodations must meet with the DSS/SSSP staff to discuss his/her individual needs. The DSS and SSSP staff can provide a variety of services for the student, including:

- Development of an accommodation memo for faculty

- Assistance in obtaining accommodations on campus

- Academic Advising and counseling related to coursework and career options which take into account the impact of the disability.

- Referral to community agencies for assistance with disability related needs not directly associated with participation at Howard Community College.

Requesting Accommodations

It is important to note that according to the college's nondiscriminatory policy, students do not have to inform the college of their disability. However, it is to the student's advantage to inform DSS/SSSP. By law, the college is required to provide any *reasonable accommodations* that may be necessary in order for the student with disabilities to have equal access to educational opportunities and services.

Important Note: Services and accommodations are authorized based on your disability and specific functional limitations. You may not receive all of the accommodations contained in this handbook.

- Make an appointment to see a DSS Counselor for an intake interview by calling (443) 518-1300 or by making the appointment at the reception desk in RCF 302
- Submit appropriate documentation to the DSS office
    - For documentation guidelines please review http://www.howardcc.edu/students/academic_support_services/disability_support_services/Documentaion_Guidelines/Documentation_Guidelines.html

- Sign an accommodation contract with a DSS counselor.

- Pick up accommodation memos at the front desk of DSS office located in RCF 302 on the first day of class.
  No appointment is needed; however a photo ID is required for pick up.

- Give one memo to each of your instructors.

- Ask your instructors if they have any questions about your accommodations. You may do this by e-mail (listed on the course syllabus) or in-person.

Be sure to tell your instructor that he/she can contact the DSS office for assistance.

Documentation Guidance

In order to be eligible for services, students need to bring in appropriate current documentation of their disability. Although an IEP or Section 504 plan may help identify services that been effective in high school, it may not be considered sufficient documentation for postsecondary institution. Documentation should be prepared by a qualified professional.

1. The documentation must include the qualified professional's name, title, professional credentials and affiliation.

2. The documentation must reflect current symptoms and level of functioning.

3. 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.

4. A 504 plan or an individualized educational plan (IEP) may not constitute sufficient documentation but may be submitted along with a medical or clinical evaluation. IEP and 504 plans provide limited information; DSS prefer that students submit medical /diagnostic information, if possible.

5. Alternatively, the forms at the following links below may be completed by the appropriate professional.

- Disability Verification - ADHD
  http://www.howardcc.edu/students/academic_support_services/pdf/newverificationADHD.pdf

- Disability Verification - Medical/Physical
  http://www.howardcc.edu/students/academic_support_services/pdf/newverificationmedicalphysical.pdf

- Disability Verification - Psychological Disorder
  http://www.howardcc.edu/students/academic_support_services/pdf/newverificationpsychological.pdf

The following offers some specific guidance for various disabilities:

Documentation Guidance for Learning Disabilities:

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific leaning disability as defined by the DSM-IV is preferred. If there is a dual diagnosis (ADD/ADHD, mood disorder, etc.), it should be noted.

2. The evaluation should 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. A 504 plan or an individualized educational plan (IEP) may not constitute sufficient documentation but may be submitted along with a medical or clinical evaluation. IEP and 504 plans provide limited information; DSS prefer that students submit medical /clinical information.
5. The documentation should reflect the current status of the disability, and be as up- to-date as possible.

Documentation Guidance for Physical, Medical, 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. For those who have a physical, medical, and sensory disability that is not apparent

3. The documentation should include the following information: DSS recommends that the documentation include the following:

- 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

Documentation Guidance for Psychiatric Disabilities

1. Documentation should include a medical or clinical diagnosis of the psychiatric disability based on the DSM-IV criteria and a rationale for diagnosis.

2. The evaluation should 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:

- Should reflect the current status of the disability
- 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.

Accommodation Memo

The student is responsible for securing and issuing his or her accommodation memo(s) to their instructor(s) in a timely manner. Students may pick up their accommodation memo(s) on the first day of class at the Disability Support Services front desk located in RCF 302. Student must present a photo ID in order to receive his/her accommodation memo(s). This is to ensure confidentiality of your information.

Please be advised that accommodations are effective the day the instructor receives the accommodation letter. Therefore, the accommodation memo

must be delivered as soon as possible, at the beginning of the semester. Some accommodations are time sensitive and may be delayed if you submit your accommodation memo to the instructor late. Please note that accommodations are not retroactive, but may start at any point in the semester.

In the event the student does not pick up the accommodation letter for the Fall or Spring semester the following will occur:

- A letter is sent to the student stating their accommodation letter has not been picked and may not be generated for the next semester (if student does not contact their DSS/SSSP counselor)

- If the student would like memos for the future, student will need to contact the DSS/SSSP office

Accommodations/Modifications

Accommodations and modifications are authorized based on your disability and specific functional limitations. Reasonable accommodations refer to modifications that provide students with disabilities equal access to college programs and activities. Accommodations may include but are not limited to, the elimination of physical barriers, extended time on tests, note-takers, recording devices, captioning, sign language interpreters, calculator use, computer use, electronic books, screen-readers, voice recognition and other adaptive software or hardware for computers. An accommodation is not considered reasonable if it fundamentally alters the essential elements of an academic program. The college has a legal obligation to make these accommodations, unless it can demonstrate that making the modifications would fundamentally alter the nature of the services, program to activity. This determination would only be made after a thorough investigation involving the department/division, DSS/SSSP, and the college's 504 Coordinator. You may not receive all of the accommodations contained in this handbook.

Requesting Interpreter Services

Requests for sign language interpreters for classes should be made at least two weeks in advance. Late requests may impact the availability of having an interpreter on the first day of class. If a student who is utilizing an interpreter needs to make a schedule change, that change should be reported immediately to the DSS. The office will make changes to the interpreting schedule in a timely manner.

For special events and meetings

Requests for interpreters for special events or meetings should be made at least two weeks in advance. Those requests should be directed to both the individual and department coordinating the event and DSS office.

Priority Registration

Students with disabilities are considered part of a cohort which allows them to register for classes a week before the general population. Students with disabilities should meet with their DSS counselor each semester. This is a

time to reevaluate your accommodations based on your course selection for the coming semester.

Personal Care Attendant (PCA)

Personal needs that necessitate an attendant are the responsibility of the student. This may range from assistance in toileting and being repositioned in chairs to having medication placed in the mouth. Students who are requesting these types of services from peers, staff, or faculty will be requested to obtain a personal attendant. Failure to do so may result in an administrative hold being placed on future enrollment until such time that the student has obtained an attendant. Requesting such services from an untrained, random individual can be a safety threat to both the student with a disability and to the individual providing the assistance. The college cannot assume the liability of risk involved.

It is the student's responsibility to:

- Submit appropriate documentation to the Disability Support Services Office that supports the necessity of having a PCA.

- Secure a PCA prior to attending any college-related activity (i.e. placement testing, enrollment, or class attendance). The College will not be responsible for providing a PCA on an interim basis.

- Ensure that each PCA registers with the Office of Disability Services and signs the personal care attendant agreement form each semester. Ensure that if personnel changes occur during the semester, he/she and the new PCA register with the Disability Support Services and sign a new PCA Agreement Form.

- Direct the activities of the PCA while at Howard Community College.

- Have a back-up plan or alternative plan of action should the regular PCA not be available to work with him/her on a particular day or in a particular class.

- Follow the College's policies and abide by the Student Conduct Code.

- Pay for all PCA services or secure payment through a third party (i.e. DORS,DDA, etc.).

A Personal Care Attendant is expected to:

- Follow all applicable College policies, rules, regulations, and procedures.

- Allow the student to take responsibility for his/her own progress in class.

- Refrain from participating in class discussions.

- Refrain from aiding the student with class content in any way.

- Refrain from engaging in or intervening in conversations between the student and faculty, staff, or other students.

- Refrain from discussing any confidential information about the student with faculty, staff, or students.

- If a student or a PCA fails to abide by the above policies and procedures, the Disability Support Services office may make a determination that the PCA will not be allowed to accompany the student on campus.
- Students who are Maryland State Department of Education Division of Rehabilitation Services (DORS) clients should check with their rehabilitation counselor for assistance with obtaining and paying for personal attendants.

Service Animals:

- According to the U.S Department of Justice and effective March 15, 2011 "Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.
(http://www.ada.gov/service_animals_2010.htm)

- In addition to the provisions about service dogs, the Department's revised ADA regulations have a new, separte provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities.

Definition of a Service Animal

Service animals must be trained to perform one or more specific functions or activities of daily living for the individual they accompany. It is recommended that any animal being used as a service animal wear a harness or other identifying device so that others on campus recognize it as such.

Where Service Animals are Allowed

Service animals may enter any class or other activity with the person with the disability. The student with the service animal takes full responsibility for the care and behavior of the animal. Animals should be taken outside to relieve themselves, out of the way of vehicular and pedestrian traffic. Animal waste must be picked up and disposed of properly. If a person is unable to do this due to their disability they can make other arrangements through DSS.

Service Animals Must Be Under Control

Service animal care and behavior is the responsibility of the person using the service animal. Students who cannot keep their animal under proper care or control are subject to sanctions through the Office of Judicial Affairs. This determination will be made on a case-by-case basis. For example, a dog that is trained to bark to signal the onset of a seizure would be considered under proper control for doing so, whereas a dog that was barking and disruptive to the community in a way that was not meant as assistance would be grounds for a complaint.

Rules Related to Service Animals

- When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the

person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.

- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises.

- Staff is not required to provide care or food for a service animal.

Notetaking (Canvas, NCR, Non paper)

Notetaking at Howard Community College is done on a voluntary basis. To the extent possible, note takers are selected from the enrolled class. Students who require copies of notes should pick up NCR paper from the DSS office at the beginning of the semester and whenever needed and discuss this need with the faculty member when presenting the accommodation memo. The faculty member should then ask for a student volunteer to provide notes.

It is the student's responsibility to notify the faculty member if a need arises for a different note taker (i.e. note taker is absent, drops the class, etc.) The

student should notify the DSS/SSSP if there are any difficulties with this process.

Many faculty members at Howard Community College are currently using a learning management system called Canvas and may upload their notes online for the entire class. This may alleviate the need for an individual note taker. If you should need assistance regarding Canvas please visit the link http://scsweb.howardcc.edu/canvas/4212.htm

For non-paper based forms of note taking, please review the Assistive Technology section located on page 32 for additional information about possible resources that may assist in note taking.

Attendance

Attendance is expected according to the syllabus for each particular course. If a student has a disability related reason for requesting an exception to the attendance policy the student should contact the DSS to begin a process of examining the essential requirements of the course and determining whether and to what extent a modification to that attendance policy is reasonable. Faculty cannot unilaterally determine essential requirements: this must be done in conjunction with DSS and the Academic Division Chair. As with all accommodations, this will not be retroactive; therefore, request for exemptions must be made in advance or immediately upon need.

Testing Accommodations

Testing accommodations are changes in the standard administration of a test including testing procedures or formats that enable students with disabilities to participate in assessment programs on an equal basis with their peers. Testing accommodations can change the way in which test items are presented to the student, the student's method of responding; the setting in which the test is administered, and the timing and scheduling of the assessment. Testing accommodations do not alter the construct of the test being measured or invalidate the results.

Disability Support Services' Individual Proctor Service (IPS) is a separate service for students who need additional services during testing, other than what the Test Center is able to provide. The services provided by the IPS are for testing situations only and should appear in testing accommodations

on your accommodation memo. You should discuss your testing needs with your DSS counselor at the beginning of the semester.

If it is determined you will use IPS, your counselor will set up an appointment with the IPS Coordinator. The purpose of the appointment will be to explain the process of using IPS. Testing accommodations are not retroactive, and the process of arranging proctored tests requires set-up time, whether it is with the Test Center or the IPS. If you do not make the arrangements early enough, your accommodations may not be in place in time for a test. The *Timeline & Procedure for Using the IPS* is located on page 30. A signed copy of this form needs to be completed with your DSS counselor before using Individual Proctoring Service.

Usually, testing accommodations will occur as close to the same day and time that other students are taking the exam. Exceptions to this scheduling policy occur when gaps in the student's schedule are not large enough to accommodate the extended time or when the Proctor Coordinator is unable to schedule a room or proctor. When the Proctor Coordinator is unable to schedule the test at the same time as the class, the Proctor Coordinator (PC) will look for the closest time when all three resources are available. If the Proctor Coordinator is unable to schedule the test before the expiration date, the PC will contact the instructor to ask for an extension. If the student is late notifying the ISP and the test cannot be scheduled before the expiration date, the student will have to ask the instructor for an extension.

It is important to be on time for tests. If you are late, the test does not slide but ends at the original ending time. For example, if you are scheduled for a 2 hour test and you arrive 30 minutes late, you will have only 1½ hours to complete the test.

Please bring all food and beverages with you and place them on an open surface in the testing area. You will not be allowed access to your backpack during the test. The proctor may ask to examine your food and drink. Also, use the bathroom before the test session. Once a student has seen the test, there can be no unsupervised breaks. For bathroom breaks, students will use the bathrooms available in the Test Center. The proctor will escort the student. If the student requires unsupervised breaks during testing, they need to let their instructor know, so they can break the test into pieces. The proctor will administer the test in pieces. Once a test has been seen by a

student, it must be completed before the break. The student will not be allowed to return to the sections of the test completed before the break.

If there is cheating, unauthorized use of notes, books, or other improper behavior, the instructor will be notified. You may choose to complete the test, but the proctor will make a notation on the test and the test will be returned to the instructor. The IPS will report incidents to the instructor where violations have occurred, but we do not determine guilt. Your instructor will decide what to do with the information provided by IPS.

- Once the student has notified the faculty that extended time is needed for an exam, faculty will send the test to the Testing Center (located in RCF 359). It is important to speak with your instructor regarding the details of the exams (location, time etc.).

- If a reader/writer is needed as a test accommodation, a DSS/SSSP counselor will refer students to the IPS. At least one week prior to exam dates, students will need to notify the Specialist of their test schedule. The IPS Coordinator will inform students of the time and place of their exam. The test will be administered as closely as possible to the original exam date and time and will be returned promptly to their instructor's mailbox. If you are requiring these services, please refer to the detailed information provided at the following link http://www.howardcc.edu/students/academic_support_services/disability_support_services/Scheduling%20a%20Test%20Using%20DSS%20Individual%20Proctoring%20Service.

Procedure on How Accommodations are Communicated to the Individual Proctoring Service (IPS)

- As soon as the counselor determines that the student will need proctoring services for testing that are beyond what the test center can provide, the DSS or the SSSP office will notify the Individual Proctoring Service (IPS) by forwarding the student's accommodation memo.

- The DSS/SSSP counselor will check to see if the IPS coordinator is available for an immediate appointment and if so will walk the student over to the office.

- If the coordinator is not available immediately, an appointment will be scheduled at that time for a later date, and an appointment card will be given to the student.

Directions for Using Individual Proctoring Service

<u>**Semester Start**</u>

- Pick-up memos
  - Ensure that "Testing with the Individual Proctoring Service" appears on your list of accommodations.
  - If it does not, make an appointment with a DSS counselor to discuss if you qualify.
  - This step must be completed well in advance of needing this accommodation. Otherwise, your instructor and/or the Individual proctoring service may not have enough time to put all the components into place.
- Check the syllabus for pop quizzes. If your instructor uses them, please have them contact the Proctor Coordinator at 443-518-3266
- Set up the joint Google calendar with the Proctor Coordinator. This should have your current class schedule only on it. When tests are scheduled, they will appear on this calendar. Consider having the calendar notify you when changes are made to it.
- Please note our hours of operation:

- o Monday, Tuesday, and Wednesday: 8:30 am to 5:00 pm. Evening hours are available based on proctor and space availability
- o Thursday: 8:30 am to 5:00 pm. Evening hours only available if a proctor and space are available. Assistive Technology may not be available.
- o Friday: 8:30 am to 5:00 pm. Please note: Returning tests to the instructor may be delayed for tests completed after 3:00 pm.
- Nursing students should contact the Proctor Coordinator early in the semester, because their testing situation is slightly different.

One (1) week before testing date for class

- You can use the service for timed, graded assessments such as in-class essays, tests, exams, and quizzes, but not for long-term projects which are completed outside of class.

- On each occasion, you will need to let the instructor know you will be using the service.

- Submit a request through the online form found on the DSS webpage. The form will not allow you to submit unless all of the required fields are filled in. The form will not post the data if you do not follow the specific formats for each field. The form will ask for the following information
  - o Your name
  - o Date the class is taking the class (use MM/DD/YYYY format)
  - o Class (e.g. BIOL 203)
  - o Title of Quiz/Test/Exam. Check the syllabus or with the instructor
  - o Do you need to be in class?
  - o Time allowance for students taking the test in-class. Please note that you need to give me this number as minutes. The test will only post if it finds a number between 2 and 240. If there are any letters or if the number is too small or too large, the test will not post. I will take care of multiplying this number for your extended time.
  - o First date of administration (use MM/DD/YYYY format)
  - o Last date of administration (use MM/DD/YYYY format)

- o Test aids available to all students, including those taking it in-class.
- o Accommodations beyond extended time. Need a statement here indicating that accommodations used in testing must be listed as approved for the student somewhere that the proctor coordinator can access.
- o Notification email. Please give me the complete email address. This will be used to send you an email with the contents of this form. The instructor will receive a copy of this email, even if you do not put your email address in.
- o Contact phone. This should be a number where the proctor coordinator can reach you whether you are at home, school or other places.
- o Instructor's name. If their name does not appear in the list, check the "other" box and type in your instructor's name. (use last name**,** first name)

Two (2) days before testing date for class

- If the joint calendar does not have the test scheduled, call the proctor coordinator to make sure that your test is being scheduled.

24 hours before the test

- If you are unable to make the scheduled testing session, call the proctor coordinator on the numbers listed below. Do not just leave just a message—keep calling until you reach her**.**

Test Time

- Meet your proctor in front of the coordinator's office, RCF 345

Assistive Technology

Assistive Technology is available for Howard Community College students who are registered for credit classes and have documented physical or learning disabilities. Before the beginning of a school term, eligible students should contact the *Disability Support Services office* 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,

the student should then contact the Specialist at 443-518-3266 to arrange for training on the appropriate technology available on campus. Some assistive computer programs may take time to learn how to use them, depending upon how computer literate the student is. It is best to learn to use assistive technology before starting classes.   Basic computer instruction is also available through open entry courses offered in the Office Technology classroom. Occasionally, the *Learning Assistance Center* has an individual experienced with teaching basic computer skills available. If you are interested in working with this individual, call the Learning Assistance Center at 443-518-1320 to make arrangements.

Examples of assistive technologies available on campus include 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.

- Video magnifier takes material placed on a platform and magnifies the material on a large screen located just above the platform. There is a portable model available for use in the classroom.

- 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 can also read e-mail, web pages or read text that has just been typed back to you.

- Voice recognition software may be used by people who have some physical disabilities or are too dyslexic to use manual input. Must speak clearly for the software to work. In addition, software works best if the user dictates in complete sentences.

- Alternative methods for using graphing calculators are also available. The TI 83/84 can be connected directly to the computer to display and capture the calculator's screen. An emulator can also display the calculator on the screen and give the student the ability to manipulate

the calculator as they would the physical calculator. The Math department also has a talking TI 30 available for student use. If needed, an audio graphing calculator can also be procured.

- Audio note taking software which will link files recorded on a digital tape recorder to downloaded PowerPoint presentations. It does not transcribe notes but allows the student to alter playback, much like a student organizing class notes would do. For students with the ability to work with limited text, the program allows the users to add their own notes during the editing phase. This ability also allows students who cannot take notes and listen at the same time, to take notes at their own pace. These notes can be added directly or using Dragon Naturally Speaking. With macros supplied by a third party, the software will allow the student to use Dragon Naturally Speaking to run the program. It can work with audio-only lecture recordings.

- Pen tools are available for taking notes on electronic copies of Microsoft Office documents. This allows the note-taker to write directly on the teacher-supplied files and then email the altered electronic files to all authorized parties. Only works in classrooms with computers.

- Touch screen desktop computers with Dynamic Keyboard make it easier for students to enter text with fewer keystrokes. The Dynamic Keyboard also works with *Intellikeys,* a mouse, and eye-tracking software.

- Audio recording pens which use specialized paper and pen video to record lectures. Requires the student to physically write/draw something in order to retrieve targeted playback.

- Ergonomic keyboards, one-handed keyboards and alternative mouse pointing devices are used by people with certain physical disabilities.

- Spelling and grammar assistance for dyslexic individuals. The software does not rely on phonics. The software maintains an online database of patterns for misspelling and uses the context of the sentence to make appropriate suggestions for correction.

- Mind mapping tools for both ideas and data is especially good for individuals who have problems with linear thinking or organization and prioritizing of information.

- Furniture for use in class rooms for students with physical disabilities.

- The area of app development is robust for many of the currently available operating systems. While these apps are not as robust as working with a full-featured program, they can provide accessibility when full-featured programs are not available. Please keep in mind that student electronics are not allowed in testing situations, so these apps would not be available when testing. The full-featured programs with those functions may be available. Students should check in advance with their DSS counselor or the Assistive Technology Specialist on what software is available for testing.

Community Resources:

Students may also be able to receive information and support regarding assistive technology in the community. The following organizations may be of assistance:

- V-linc.org is a non-profit computer resource center creating technical solutions to improve the independence and quality of life for individuals of all ages with disabilities in Maryland. (*www.v-linc.org*)

- Maryland Assistive Technology Co-op. The Co-op provides discounted purchasing and training opportunities to schools, agencies, organizations and families. *(http://www.atlastinc.org/)*

- Envision Technology provides affordable assistive technology solutions and training for individuals with learning difficulties and visual impairments. (*http://www.envisiontechnology.org/)*

- Maryland State Department of Education: Division of Rehabilitation Services (DORS). DORS supports the employment and economic independence of Maryland citizens with disabilities. (*www.dors.state.md.us/dors*)

- Maryland Technology Assistance Program (MD TAP). MDTAP furnishes information, consultation, and training on assistive

technology. MDTAP may make available loans to purchase assistive technology for Maryland residents with disabilities. (*www.mdtap.org*)

- United Cerebral Palsy of Central Maryland's No Boundaries Assistive Technology Center computer access difficulties. Information regarding funding for Assistive Technology equipment is also provided. Services are offered to individuals with any type of disability, including cerebral palsy, Down syndrome, autism, learning disability, and more. (*info@ucp-cm.org*)

Alternative Forms of Media

Disabilities Support Service (DSS) can provide textbooks in alternative formats for qualified students. The process outlined below is designed to conform to relevant copyright laws and various textbook publisher rules/guidelines.

Procedure for Requesting Books In Alternative Format

- Use the link on the DSS webpage for ordering materials in alternate format
- The student must be registered with DSS and qualified to receive books in alternative format.
- Books in alternate format are procured only for college-level courses in which the student is currently registered.
- Priority is given to required texts. Once those requests have been fulfilled, the office will attempt to provide optional texts in alternate format.
- The student must make sure all request forms are filled out completely and accurately. Failure to do so may delay the student's initial request.
- Books are requested using either the online form or print form. Phone or email requests are not accepted.
- It is recommended that you order the books at **least 2 weeks** before the beginning of the semester. Books will be ordered on an on-going basis; however, delivery will take longer during publishers' peak periods.
- If the book requested is not currently available in alternative formats DSS will request permission to scan from the publisher.

- If the publisher cannot provide a print copy of the book and DSS is unable to locate a copy as well, then the student will be asked to provide a copy of the book to be scanned.

- The binding of the book will be destroyed.

- The book will be rebound. Currently, the Print Shop uses a black metal binding with plastic covers or a plastic spiral binding. The spiral binding is more limited and cannot always be used.

- The student may refuse to have their book used for scanning and, therefore, may not receive the book in alternate format.

- Expected time required to convert textbooks to alternative formats is up to 6 weeks from the time a request is made. Damaged books may require as much as 8 weeks and DSS will not be able to guarantee the accuracy of the converted material.

- DSS procures books from Access Text Network, the publishers, and Bookshare. The student always has the prerogative to get the books on their own from other sources.

- DSS is often unable to get non-textbooks unless they are available at Bookshare. In those cases, the student should check to see if the publisher has already provided the book in an e-format.

- Sometimes books are available in electronic formats at booksellers such as Amazon.com. If those formats fit your needs, you are welcome to purchase those electronic books directly.

- Some publishers have agreements with organizations that produce books as text extractions or other alternate formats. If you cannot use this format, we will make a request the publisher's files; however, they may not honor the request. The student would then have to use those formats the publisher provides.

- Books are converted at the beginning of the semester into standard formats. As our capabilities increase, additional formats may become available. None of these formats are self-voicing. You will need to

have a program to read the electronic files to you. Please see the Assistive Technology Specialist for help.

- Conversion of books is not perfect. If a student experiences problems with book, they should notify DSS. The beginning of the semester is very busy and books are turned out as quickly as possible. If there are significant problems with the book, we have more time to remedy the situation later in the semester. We cannot fix the problem if we do not know about it, so please tell us!

- Failure to follow these procedures may result in the delay and/or unavailability of books in alternate formats for the semester.

Student Responsibilities

The student will be notified via phone and/or email to pick up the materials once it is completed. If a student consistently fails to pick up their materials, DSS may discontinue providing the service. Service will resume when student meets with their DSS counselor to re-initiate the process. If a student experiences any problems with the materials provided by DSS, the student should contact DSS immediately. Remember that the files are not self-voicing. If you do not have the appropriate reading software on your device, the disks may appear to be blank.

Our Commitment

When the above procedures are followed, DSS will provide the requested books in an alternative format in a timely and efficient manner. While every effort will be made to insure accuracy, DSS uses an automated process to create books in alternate formats and errors may occur. When difficulties do arise, DSS will work closely with the student to address their concerns and alleviate any problems with the materials provided.

Course Waiver and Substitution Policy

Students requesting a course waiver/substitution based on a disability must meet with a DSS or SSSP counselor to review the college's policy and procedures. Based on the individualized assessment of a student's disability documentation by the DSS office, it may be determined that the student:

- Should attempt the required course and document a sincere attempt, OR
- May be eligible for a substitution of the required math course.

After review, the recommendation is forwarded to the vice president of academic affairs for final approval.

Guidelines for Substitution of Courses in Degree and Certificate Programs for Learning Disabled Students

I. Eligibility

- The student has clear documentation of the disability that will affect his/her ability to complete the coursework.

- The student may have been required to demonstrate inability to complete the course by making at least one sincere attempt at passing the course.

- If the student was required to attempt the course, the student has demonstrated a sincere attempt effort to complete the coursework by taking advantage of all academic services (i.e. tutoring, extra hours in the academic labs and use of faculty office hours) available on campus, as well as using the academic accommodations approved by the DSS office.

II. Appeal Procedures:

- The eligible student must submit a written request to the vice president of academic affairs for a course substitution.

- 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 faculty member from academic support services.

- The panel will make a recommendation to the vice president of academic affairs for the approval or denial of the particular course replacement. The panel should exercise fair and reasonable deliberation in deciding the course substitution.

- If it is determined that the student should be granted a course substitution and the student has received a failing grade in the attempted course, the F grade will be removed from the student's transcript.

- The decision of the vice president of academic affairs is final.

Grievance Procedure:

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 DSS/SSSP counselor and make an appointment to discuss the complaint. Your DSS/SSSP counselor will work with you and your instructor (if appropriate) to try to resolve your issue.

2. If your complaint is regarding your DSS/SSSP counselor, contact the Directors of these programs,

   - Janice Marks, Associate Vice President of Student Development, 504/ADA Coordinator, 443-518-4617
   - Kathy McSweeney, Director of Disability Support Services, 443-518-1300
   - Debra Greene, Director of Student Support Services, 443-518-4822

3. If you have discussed your concern with accessibility of the campus and/or a particular course accommodation with your DSS or SSSP counselor and Director you feel it has not been adequately resolved, 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 443-518-4617.

4. If the complaint is regarding an academic issue (as opposed to an accommodation issue), you may be advised to follow the college's Student Academic Complaint Procedures located in Howard Community

College Student Handbook, also provided by the following link (located on page 20)
http://www.howardcc.edu/students/student_handbook/Policies1213.pdf

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, adaptive equipment, a computer lab, and the Write Room.

Tutoring Services: Academic tutoring services are available to all credit students 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 Microsoft 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.

STUDENT SUPPORT SERVICES PROGRAM

The Student Support Services Program (SSSP) 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.

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.

REACH Program

The college recognizes that some students may need more intensive skill development in reading and/or writing than its English credit developmental course sequence can provide. HCC's REACH Program is designed to serve these students and prepare them to successfully move on to the developmental English credit sequence.

For more information, please visit or contact the Office of Admissions and Advising (RCF-242; adm-adv@howardcc.edu; 443-518-1200, select #3). Information is also available on the college's website at http://coned.howardcc.edu/Courses/adult_basic_skills_and_ged/external_diploma.html

CORE Program

The CORE (Community Opportunities for Recreation and Enrichment) Program at HCC was developed for adults with developmental disabilities to

promote the development of skills that enable individuals to participate in community activities. The program operates year-round from 3:00 p.m. to 6:00 p.m. Monday through Friday.

Students attending CORE experience opportunities for learning that address their interests and needs as well as offer an age-appropriate, nurturing environment in which the adults can participate with other members of the college and community at large. These activities are designed to increase self-esteem and enhance skills needed for independence and promote fitness and a healthy lifestyle.

For additional information or to schedule a visit, please contact Kim Bohnet at 443-518-4982.

Workforce Recruitment Program (WRP)

The Workforce Recruitment Program for College Students with Disabilities (WRP) is a resource to connect public and private sector employers nationwide with highly motivated postsecondary students and recent graduates with disabilities who are eager to prove their abilities in the workforce. Employers seek to fill summer intern positions in a variety of fields.

For more information please visit http://www.howardcc.edu/students/counseling_career_services_and_job_assistance/jobsearch/workforcerecruitmentprogram.html