



# **DISABILITY SUPPORT SERVICES (DSS) HANDBOOK**

*A Guide for Faculty, Staff, and Students*

***HAGERSTOWN COMMUNITY COLLEGE***

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## **INTRODUCTION**

Hagerstown Community College provides reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act Amendments Act (ADAAA) and the Rehabilitation Act of 1973 and its amendments. Unlike secondary education, the College's services are not covered under the Individuals with Disabilities Education Act (IDEA). Therefore, more responsibility is placed on student initiative when moving from secondary education to postsecondary education (see Disability Services in Secondary vs. Postsecondary Education handout on page 12 of this handbook). In this transition, there is a shift from entitlement services to eligibility services. Students are responsible for self-identification and for obtaining requested documentation from an appropriate professional to verify the presence and impact of a disability. Students are also responsible for the cost of this verification. The Disability Support Services (DSS) office coordinates the provision of reasonable accommodations which are determined on an individual basis. These accommodations allow students to be evaluated not on the effects of their disability, but instead on their knowledge and understanding of course material. In no case however, will the College modify essential requirements for any course or degree program for students with disabilities. New students to the DSS office are responsible for identifying him/herself to the DSS office at least two weeks prior to the start of the upcoming semester to allow time for necessary arrangements to be made.

## **HOW DOES THE ADA AMENDMENTS ACT OF 2008 BROADEN COVERAGE OF STUDENTS WITH DISABILITIES?**

- Broader definition of “disability” to include impairments that are episodic or in remission and can be considered a disability if they would substantially limit a major life activity during times when it is active.
- Add concentrating and thinking to the list of major life activities.
- Disability determinations must be made without considering mitigating measures, such as medication, hearing aids, etc.
- An impairment does not have to limit or be perceived to limit a major life activity for a person to meet the “regarded as having an impairment” definition.

## **CONTACT INFORMATION:**

The Disability Support Services (DSS) office is located in the Administration and Student Affairs Building. Please see contact information below:

Katie Dyke, DSS Advisor

Office: ASA-800

Phone: 240-500-2628

E-mail: [kldyke@hagerstowncc.edu](mailto:kldyke@hagerstowncc.edu)

Jaime Bachtell, DSS Coordinator

Office: ASA-902

Phone: 240-500-2273

E-mail: [jlbachtell@hagerstowncc.edu](mailto:jlbachtell@hagerstowncc.edu)

The DSS office can assist students in the application, advising, and financial aid process as well as the accommodation process. Please feel free to contact DSS staff with questions pertaining to any of these areas.

## **RIGHTS AND RESPONSIBILITIES**

### ***STUDENTS***

Have the **RIGHT** to:

- Delivery of reasonable accommodations in a timely manner, upon request.
- Assurance that information regarding their disability will be handled in a confidential manner in accordance with federal and state laws and College policy.
- Receive information in accessible formats as requested.
- Have equal access to programs, courses, services, and activities available at the College.

Have the **RESPONSIBILITY** to:

- Disclose in a timely manner any disability for which they are requesting accommodations, auxiliary aids or services.
- Provide documentation of disability from a qualified professional.
- Follow standard procedures outlined in this handbook to obtain reasonable accommodations.
- Meet HCC standards of enrollment and any technical standards that may exist pertaining to specified program of study.
- Comply with all College regulations and student conduct guidelines.
- Discuss academic accommodations with faculty for each class.

### ***HAGERSTOWN COMMUNITY COLLEGE***

Has the **RIGHT** to:

- Maintain the College's academic and student conduct standards.
- Require satisfactory documentation of disability from a qualified professional.
- Establish the essential functions, technical standards, and required student outcomes of HCC courses, programs, and activities.
- In conjunction with the Disability Support Services (DSS) office, deny a request for an accommodation that is inappropriate or unreasonable based upon documentation, that poses a direct threat to the health and safety of others, or that requires a fundamental alteration of a program.

Has the **RESPONSIBILITY** to:

- Provide information regarding policies and procedures to students with disabilities.
- Ensure that the resources available at the College are accessible to qualified individuals with disabilities.
- Provide reasonable accommodations in a timely manner to qualified students with documented disabilities who request them in accordance with College policies and procedures.
- Maintain confidentiality of information in accordance with federal and state laws and College policy.

### **PROCESS OF OBTAINING ACCOMMODATIONS:**

1. Make an appointment for an initial intake meeting with a DSS staff member by calling 240-500-2530.
2. At your intake meeting you will fill out necessary paperwork and discuss appropriate accommodations. You will be expected to bring documentation with you to your meeting. Paperwork completed at the meeting includes:  
Intake form: (also in Appendix of this document)  
<http://www.hagerstowncc.edu/printforms/disability-services/disability-intake-form>  
Agreement/Release form: (also in Appendix of this document) <http://www.hagerstowncc.edu/printforms/disability-services/disability-release-form>
3. Stop by the DSS office during your first week of classes to pick up your accommodation forms.
4. Ask each professor to sign an accommodation form and discuss with them which accommodations you may need for that specific course, you will also need to sign these forms.
5. Return the signed forms to the DSS office.

### **PROCEDURE TO OBTAIN NOTETAKERS:**

Students are expected to complete a 'Note Taker Request Form' each semester and list courses in which they want a note taker (provided the student has this listed as an approved accommodation). This form is online at the following link:

<http://www.hagerstowncc.edu/student-services/disability-services/note-taker-request-form>

The hard copy version of the form is also in the Appendix of this handbook. This form may be filled out online and submitted to our DSS office by clicking on the E-mail button at the bottom of the form. If students choose, they may also print the form and drop it off in person to the DSS office.

### **PROCEDURE TO REQUEST ELECTRONIC BOOKS:**

Students are expected to complete an 'Electronic Textbook Request Form' each semester in which they would like to receive electronic versions of their textbook (provided the student has this listed as an approved accommodation). This form is online at the following link: <http://www.hagerstowncc.edu/printforms/disability-services/electronic-textbook-request-form> The hard copy version of the form is also available in the Appendix of this handbook. The form may be filled out online and submitted to our DSS office by clicking on the E-mail button at the bottom of the form. If students choose, they may also print the form and drop it off in person to the DSS office. In order for the DSS office to order electronic books for a student, the student must also have an 'Electronic Textbook Agreement Form' in their file. The 'Electronic Textbook Agreement Form' may be found in the Appendix of this handbook. This agreement form does *not* need to be completed each semester, rather the student completes one agreement form which is kept in their file during their time at the College.

### **TESTING ACCOMMODATIONS:**

Students are expected to request and discuss testing accommodations with their instructor prior to taking an exam. Students with testing accommodations to include a reader, scribe, or separate room also need to contact the Disability Support Services office 3-5 days in advance of each exam so that appropriate arrangements can be made. Students requesting a reader or scribe should complete the 'Exam Reader-Scribe Request Form' which can be accessed at the following link: <http://www.hagerstowncc.edu/student-services/disability-services/exam-reader-scribe-request-form> This form can be submitted electronically or printed out and dropped off to the DSS office. The hard copy version of this form is also in the Appendix of this handbook. Instructors will need to submit the student's exam along with an 'Instructor Form' listing testing accommodations that the student is planning to use on the exam. Students simply requiring additional testing time on an exam will not need to notify the DSS office or Academic Testing Center in advance of the test. However, the instructor will need to complete a separate 'Instructor Form' to accompany the student's test, noting the accommodation of extended testing time.

### **COMMON ACCOMMODATIONS INCLUDE:**

- Extended testing time
- Testing in a quiet, distraction reduced area
- Readers for exams
- Note takers
- Use of a tape recorder
- Use of a calculator
- Scribes for exams
- Interpreters

### **DOCUMENTATION GUIDELINES:**

Generally documentation should be recent and include a formal evaluation, diagnosis of a disability, and provide recommendations concerning academic accommodations

- Documentation should be reviewed on a case-by-case basis, examining the impact of the disability on the student and within the specific context of the request for accommodations;
- Determination of a disability should not require the use of any specific language;
- Documentation may be augmented by interview with the student and contact with the evaluator for needed clarification;
- Determination of accommodations is an interactive process and should not be dictated by any one party;
- Documentation of a specific disability does not translate directly into a specific accommodation or set of accommodations
- Disability documentation will be treated in a confidential manner.

If students suspect that they have a disability and do not have appropriate documentation, please see the [referral list](http://www.hagerstowncc.edu/student-services/disability-services/test-providers) at the following link: <http://www.hagerstowncc.edu/student-services/disability-services/test-providers> or in Appendix of this handbook.

**NON-DISCRIMINATION POLICY:**

Hagerstown Community College does not discriminate against any individual for reasons of race, sex, color, religion, national or ethnic origin, age, sexual orientation, or conditions of disability in the admission and treatment of students, educational programs and activities, scholarship and loan programs, hiring of faculty and staff, or any terms and conditions of employment. The College is committed to affirmative action.

**WEBSITE ACCESSIBILITY:**

Hagerstown Community College is committed to ensuring that its web site ([www.hagerstowncc.edu](http://www.hagerstowncc.edu)) is accessible to all users. The website has been developed to comply with Section 508 of the Rehabilitation Act (as amended). Section 508 was enacted to eliminate barriers to information technology, to make available new opportunities for people with disabilities, and to encourage the development of new technologies to help achieve these goals. This law requires that all individuals with disabilities have access to information and data comparable to that which is available to individuals without disabilities. If you have questions or feedback about accessibility on the Hagerstown Community College web site, please contact us by emailing [webmaster@hagerstowncc.edu](mailto:webmaster@hagerstowncc.edu)

## **GRIEVANCE PROCEDURES:**

Students with disabilities who have complaints regarding the physical accessibility of the campus should complete the form at the following link:

<http://www.hagerstowncc.edu/webforms/disability-services/accessibility-request-form>

Students will be contacted to discuss their concerns and come to a resolution. If students are not happy with the resolution, they may choose to follow the grievance procedure below.

Students with disabilities who have complaints regarding the provision of an academic accommodation should follow the procedure below:

1. Contact the Disability Support Services (DSS) Coordinator and make an appointment to discuss the complaint. The DSS Coordinator will work with you and your instructor (if appropriate) to try to resolve the issue. The DSS Coordinator may be reached at 240-500-2273.
2. If you have discussed your accommodation concerns with the DSS Coordinator and feel it has not been adequately resolved, you will need to arrange a meeting with the Dean of Student Affairs. The Dean may be contacted at 240-500-2526. The Dean will meet with you to discuss the situation. The Dean will investigate the charges and pursue an informal resolution.
3. If not satisfied with the informal resolution, the student will submit a written complaint to the Dean of Student Affairs, who will distribute copies to all involved parties.
4. The DSS Coordinator and Dean of Student Affairs will meet with the student within ten work days after receiving the written complaint. Within five work days the Dean will inform the student in writing of the outcome.
5. If not satisfied, the student will provide a written request to the Dean of Student Affairs within ten work days to convene the College Hearing Board. The Board will meet within 15 work days after receiving a copy of the student's request form the Dean of Student Affairs.
6. The Dean of Student Affairs will notify the student of the decision and the findings of the College Hearing Board within ten work days. The decision is final, subject to the student's right to appeal to the College President.

\*\* Student complaints related to faculty teaching before final course grades are submitted should be addressed outside of the grievance process above. The student will meet first with the instructor to voice his/her complaint. If not satisfied, the student will meet with the respective academic division chair or director. If still not satisfied, the student will meet with the Vice President of Academic Affairs. If a student wishes to challenge the final grade assigned by a faculty member, he or she must follow the grade appeal procedure as outlined in the HCC College Guide: A Handbook for Students. This guide may be accessed at the following link:

<http://www.hagerstowncc.edu/current-students/college-guide>



## SERVICE ANIMAL GUIDELINES

Service animals are defined as dogs or miniature horses that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medication, and calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Under the ADA, service animals must be allowed to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In this case the individual must maintain control of the animal through voice, signal, or other effective controls.

***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. In these cases, both the student with the allergy or fear and the student using the service animal should be accommodated by moving the students 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 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.

People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals.

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

In addition to the provisions about service dogs, ADA regulations have a separate provision about miniature horses that have been individually trained to do work or perform tasks for

people with disabilities. Entities covered by the ADA must permit miniature horses where reasonable. The following assessment factors will assist in this determination: (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise the legitimate safety requirements necessary for safe operation of the facility.

All students must abide by current city ordinances/laws pertaining to licensing and vaccination requirements for service animals. It is the responsibility of the owner and/or user of the animal to know about these ordinances and/or laws.

For more information, please contact the Disability Support Services office.

## **PERSONAL ATTENDANT AGREEMENT**

Hagerstown Community College (HCC) makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, personal attendants who accompany individuals with documented disabilities through the DSS office will be allowed entrance into the classroom. However, it is not the responsibility of the College to provide services to meet the personal needs (actions needed regardless of whether the person is a student or not) of the student.

An otherwise qualified student who requires personal attendant services must make arrangements for his/her own personal attendant service. The College does not assume coordination or financial responsibilities for personal attendant services.

### **The student is expected to:**

- Submit appropriate documentation to the DSS office that supports the necessity of having a personal attendant.
- Notify the DSS office of any personnel changes, and have any new attendants sign the Personal Attendant Agreement form.
- Have a back-up plan or alternative plan of action should the regular personal attendant not be available.
- Direct the activities of the personal attendant while at HCC.
- Pay for all personal attendant services.

### **The personal attendant is expected to:**

- Refrain from participating in class discussions.
- Refrain from conversations with the student during class.
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Allow the student to take responsibility for his/her own progress in class.
- Follow HCC's Code of Conduct, which can be found in HCC's College Guide: A Handbook Planner for Students.
- Allow the DSS office to coordinate needed classroom accommodations. If the student requests the personal attendant to take notes, the college cannot pay the personal attendant for this service.

If a student or personal attendant fails to abide by the above guidelines, the DSS office may determine that the personal attendant will not be allowed to accompany the student while on campus. Depending on the circumstance, there may also be disciplinary action taken against the student through Judicial Affairs for inappropriate behavior as defined in the Student Code of Conduct.

The student requesting the attendant, the personal attendant, and DSS staff must sign the above agreement to acknowledge that they have read, understand, and agree to comply with the guidelines. See Personal Attendant Agreement form in Appendix of this handbook. This signed agreement is kept in the student's file in the DSS office.

## Disability Services in Secondary vs. Postsecondary Education

Student responsibilities dramatically increase as they move from secondary to postsecondary education.

More responsibility is placed on student initiative in higher education and there is a shift from *entitlement services* to *eligibility services*.

What is the Law?	<p><b>IDEA</b> (Individuals with Disabilities Education Act)  <b>504</b> (Section 504 of the Rehabilitation Act of 1973)  <b>ADA</b> (Americans with Disabilities Act of 1990)  <b>ADAAA</b> (Americans with Disabilities Act Amendments Act of 2008)</p>	<p><b>504</b> (Section 504 of the Rehabilitation Act of 1973)  <b>ADA</b> (Americans with Disabilities Act of 1990)  <b>ADAAA</b> (Americans with Disabilities Act Amendments Act of 2008)</p>
Intent of the Law?	<b>IDEA</b> - to provide a free, appropriate public education in the least restrictive environment to identified students with disabilities including special education and related services.	<b>504/ADA/ADAAA</b> - to ensure that no otherwise qualified person with a disability is denied access to, benefits of, or is subject to discrimination solely on the basis of disability.
Who is covered?	<b>IDEA</b> - All infants, children, and youth requiring special education services until age 21 or graduation from high school.	<b>504/ADA/ADAAA</b> - All qualified persons with disabilities who, with or without accommodations, meet the college's admissions requirements and the specific entry level criteria for the specific program. These persons must also document the existence of a disability as defined by Section 504 and ADA/ADAAA.
Who is responsible for identifying and documenting need?	School districts are responsible for identifying and evaluating potential students with disabilities. Once a determination is made, the school district plans educational services at no expense to the family.	Students are responsible for self-identification and for obtaining disability documentation from a professional who is qualified to assess their particular disability. Cost of the evaluation must be assumed by the student not the institution.
Who is responsible for initiating service delivery?	School districts are responsible for identifying students and providing appropriate education.	Students are responsible for notifying the appropriate disability support staff on campus of their disability and need for reasonable accommodations.
Who is responsible for advocacy?	Special education teachers are the liaison between student, other teachers, and parents.	Student is responsible for self-advocacy.
Availability of assistance?	Help readily available.	Student must independently seek help using effective communication skills. Services must be requested in advance (students should not wait until the day of the test to request accommodations).
Labels?	Student is labeled as special education student.	Student is not labeled or served separately from other students.
Confidentiality issues?	School personnel talk freely with parent(s) about student progress/planning.	Personnel cannot discuss student without student's written permission. Faculty are only notified of required accommodations.

## **ATTENDANCE POLICIES AND ACCOMMODATIONS**

The Disability Support Services (DSS) office does not have a role in determining course attendance policies. Because attendance may be integral to the pedagogic process, these policies are set by faculty at the college, departmental, or individual level. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, and to participate in group projects.

Similarly, instructors also determine policies regarding make-up work and missed quizzes and exams. Faculty members are not required to lower or effect substantial modifications to essential requirements/academic standards for accommodation purposes.

**Essential Course Requirements:** The College will make every effort to reasonably accommodate a student's disability related academic needs. However, neither the College nor an individual faculty member is required to waive an essential or fundamental academic requirement of a course, regardless of the nature of the impact of the student's disability.

The academic department establishes and defines the essential or fundamental academic requirements for its courses and instructors may, of course, establish a reasonable/acceptable number of excused absences in light of these academic requirements. Attendance policies for each course are usually written into the course syllabus.

### **Instructor considerations: Is attendance an essential requirement for my specific course:**

- Is there classroom interaction between the instructor and students and among the students themselves?
- Do student contributions in class constitute a significant part of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential learning method?
- To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students?
- What does the course description and syllabus indicate regarding participation and attendance?
- By what method is the final grade calculated?

### **What is expected from students regarding attendance?**

- Students should make the DSS office aware that they have concerns about the effects of their disability potentially impacting their attendance. A statement will be placed on the student's accommodation form explaining that the student may miss class due to the effects of a disability, please discuss attendance policy with the student. Another statement will also be listed prompting faculty to discuss their make-up work policy with the student.
- Students should pick up their accommodation forms prior to their first class of the semester and present them to their instructors at the first class.
- Students and instructors should discuss attendance policies and make-up work policies as stated on the accommodation form.
- Students should check the course syllabus for information regarding attendance policies/procedures. Students are expected to follow the attendance policy established by the individual course instructor.

- The College recognizes, however, that there may be times when a qualified student with a disability cannot attend class because of disability-related reasons. If a student with a disability believes it may not be possible to abide by the attendance policy because of issues related to the effects of his/her disability, the student should contact the DSS office to discuss their options. If attendance has been determined to be an essential requirement of the course, then it may be in the student's best interest to drop the course and add a different course or consider online alternatives. Decisions about attendance exceptions may be made by the course instructor with input from DSS staff and program manager/department chair, as necessary.

***If an exception is made to an attendance policy, it does not mean that unlimited absences will be permitted or that other academic requirements of the course will be part of the exception. Students with disabilities are, as always, required to fulfill all course requirements and will be held to the same evaluation standard as other students in the course. As with all disability accommodations, exceptions to an attendance policy will be determined on an individual basis. Any exceptions made should be done so in a written format by the instructor. All involved parties should keep a written copy of what was agreed upon. The disability documentation must support this type of request. Accommodations are not retroactive.***

## Disability Summary Sheets

Please keep in mind that all disabilities no two people with the same disability share every characteristic or will respond to every listed instruction strategy. However, the following pages are summary sheets which will provide general information to assist faculty in learning about and teaching students with disabilities.

### **ATTENTION-DEFICIT/HYPERACTIVITY DISORDER**

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions that control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable, but not curable, ADD and/or ADHD affects three to six percent of the population.

#### Common Signs/Characteristics

- Easily distracted
- Poor time management skills
- Difficulty in being prepared for class, keeping appointments, and getting to class on time
- Reading comprehension difficulties
- Difficulty with math problems requiring changes in action, operation, and order
- Inability to listen selectively during lectures, resulting in problems with note taking
- Lack of organization in work, especially written work and essay questions
- Difficulty following directions, listening, and concentrating
- Blurting out answers
- Difficulty making transitions
- Difficulty in producing work at a consistently normal level

#### Instructional Strategies

- Since these students often also have learning disabilities, effective instructional strategies may include those also used with students with learning disabilities.
- Briefly review the previous lecture
- Use visual aids such as overheads, diagrams, charts, and graphs and a hands-on approach
- Allow the use of tape recorders
- Give assignments in writing as well as orally
- Create study guides
- Face the class when speaking
- Write key terms or an outline on the board
- Emphasize important points, main ideas, and key concepts
- Allow student to sit at the front of class

## LEARNING DISABILITIES

A learning disability is a permanent neurological condition that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is characterized by a significant discrepancy between intellectual potential and academic achievement resulting from difficulties with processing information. This disability may affect listening, speaking, reading, writing, reasoning, or mathematical skills. The effects may change depending upon the learning demands and environments and may manifest in a single academic area or impact performance across a variety of subject areas and disciplines.

### Common Signs/Characteristics

- Frequent spelling and grammatical errors
- Problems with organization
- Poor vocabulary and word recall
- Slow reading rate, Poor reading comprehension
- Poor tracking skills while reading (skip words, loose place, miss lines)
- Number reversals
- Confusion of math symbols
- Spatial disorientation
- Difficulty copying math problems
- Inability to effectively pronounce multi-syllabic words
- Difficulty attending to long lectures
- Difficulty taking notes while listening to class lectures
- Difficulty organizing tasks, such as written work
- Difficulty in interpreting social cues

### Instructional Strategies

- At the beginning of class, review the previous lecture
- Use visual aids such as overheads, diagrams, charts, and graphs
- Use a hands-on approach to learning
- Allow use of tape recorders
- Explain technical language terminology
- Leave time for questions periodically
- Give assignments in writing as well as orally
- Write key terms or an outline on the board or provide a lecture handout
- Administer frequent quizzes/assignments to provide feedback for students
- Speak distinctly and at a relaxed rate, pausing to allow students time for note-taking



## TRAUMATIC BRAIN INJURY

Brain injury may occur in many ways. Traumatic brain injury typically results from accidents. However, Brain injury may also be caused by insufficient oxygen, stroke, poisoning, or infection. Traumatic brain injury can cause physical, cognitive, social, and vocational changes that affect an individual for a short time or permanently. Depending on the extent and location of the injury, symptoms caused by a brain injury vary widely. Some common results are seizures, loss of balance or coordination, difficulty with speech, limited concentration, memory loss, and loss of organizational and reasoning skills.

### Common Signs/Characteristics (Highly Individual)

- Difficulty organizing thoughts
- Difficulty processing information and retrieval of words
- Memory difficulty
- Poor balance and coordination
- Difficulty in communication processes and speech
- Difficulty making generalizations and integrating skills
- Limited ability in social interactions
- Difficulty in understanding cause-effect relationships and problem solving

### Instructional Strategies

- Provide a routine in class
- Give step-by-step instructions for assignments, projects, etc.
- Utilize visual aides during class
- Provide the opportunity for students to learn using a hands-on approach
- Keep in mind that recovery may be inconsistent, a student may take one step forward and two steps back at times
- Present instructions and demonstrations in more than one way
- Provide the syllabus at the start of the semester

## DEAFNESS/HARD OF HEARING

Hard of hearing is any type or degree of auditory impairment while deafness is an inability to use hearing as a means of communication. More individuals in the United States are hard of hearing than any other type of physical disability. Hearing loss may be due to multiple factors including an impairment of the auditory nerve or a defect in the auditory system. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Students who are deaf and hard of hearing may use a variety of communication methods, including lip-reading, cued, speech, signed English, and/or American Sign Language (ASL).

### Common Signs/Characteristics

- Difficulties with speech, reading, and writing skills due to the close relationship between language development and hearing.
- May be unfamiliar with vocabulary used in class
- Some students use speech only or a combination of sign language, finger-spelling, speech, writing, body language, and facial expression to convey ideas to others.
- Students may be members of a distinct linguistic and cultural group. As a cultural group, they may have their own values, social norms, and traditions.
- Students may be skilled lip-readers but many are not. Only 30% to 40% of spoken English is distinguishable on the mouth and lips under the best conditions.

### Instructional Strategies

- Look directly at the student during a conversation, even when an interpreter is present, and speak in natural tones.
- Make sure you have the student's attention before speaking. A light touch on the shoulder, wave, or visual signal may be of assistance.
- Recognize the processing time the interpreter takes to translate a message from its original form into another language.
- The student that is deaf may also need more time to receive information, ask questions, and/or offer comments.
- Establish visual warning system for building emergencies
- Provide unfamiliar vocabulary in written form, on the blackboard, or in a handout.
- Provide handouts in advance so the student can watch the interpreter rather than read or copy new material at the same time.
- Utilize visual aids as much as possible, including captioned versions of videos and films.
- Repeat questions and comments from other students.
- Provide seating that allows the student that is deaf or hard of hearing with an unobstructed view of the speaker's face and mouth, as well as the blackboard, etc.
- While using an interpreter, allow only one person at a time to speak during group discussions.
- Do not turn off all lights when presenting a video in class, as it may be difficult to see the interpreter.

## **PSYCHOLOGICAL DISABILITIES**

Psychological disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. The majority of psychological disabilities are controlled using a combination of medications and psychotherapy. However, the behavior of students with psychological disabilities may still cycle due to side effects of medication and other personal issues.

### Common Signs/Characteristics (This is a broad category and highly individual)

- Limited social functioning
- Difficulty concentrating
- Limited motivation
- Inability to tolerate stress
- Sleep disturbances
- Difficulty attending to lectures
- Incomplete assignments or exams
- Occasional disruptive behavior
- Indifference
- Side effects of medication such as drowsiness, fatigue, memory loss, and decreased response time

### Instructional Strategies

- Break up information into smaller steps, especially when involving sequential memory tasks such as math formulas.
- Allow beverages in class due to medications which may cause extreme thirst.
- Provide an understanding and accepting environment in the classroom, keeping in mind that students may not be comfortable disclosing the specifics of their disability.
- If students seem to need counseling for disability-related issues, encourage them to contact the Office for Students with Disabilities.
- Provide some flexibility in the attendance requirements in case of health related absences.
- Allow students to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.

## PHYSICAL DISABILITIES

Students may exhibit a variety of physical disabilities including but not limited to spinal cord injury (paraplegia or quadriplegia), spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Physical disabilities may result from congenital conditions, accidents, or progressive neuromuscular diseases.

### Common signs/Characteristics (highly individual)

- Lack of coordination
- Inability to walk without crutches, canes, braces, or walkers
- Ability to stand or walk but may use wheelchair to conserve energy or gain speed
- Inability to stand or walk and use wheelchair for total mobility
- Limited lower body use but full use of arms and hands
- Limited use of lower body and limited use of arms and hands
- Impairment of speech or hearing
- Limited head and/or neck movement
- Decreased physical endurance
- Decreased eye-hand coordination

### Instructional Strategies

- When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.
- Take time to understand the student if he/she has difficulty with communication. Repeat what you understand and let the student know when you do not understand them.
- Ask before giving assistance and wait for a response.
- Let the student set the pace when walking and/or talking.
- Ask the student if he/she will need assistance during an emergency evacuation and assist in making a plan if necessary.
- Plan in advance for field trips to make ensure accessibility.
- Provide an accessible place to meet with the student for office hours, etc.

## **BLINDNESS/LOW VISION**

Visual disabilities vary widely. Students may be totally blind, legally blind, or exhibit low vision. Legal blindness and low vision may be caused by tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia. Low vision refers to a severe vision loss in distance and near vision.

### Common Signs/Characteristics

- Some students may use a guide dog, others may use a white cane, while others may not require any mobility assistance.
- Totally blind students learn via Braille or other non-visual media.
- Legally blind students have less than 20/200 vision in the more functional eye or a very limited field of vision.
- Students with low vision use a combination of vision and other senses to learn, and they may require adaptations in lighting or the print size, and in some cases, Braille.

### Instructional Strategies

- Identify yourself at the beginning of a conversation and notify the student when you are exiting the room.
- Verbally reinforce key points made in the conversation to facilitate the communication process, keeping in mind that nonverbal cues depend on good visual acuity.
- Allow the student to determine the most ideal seating location. He/She should be able to see, hear, touch as much of the presented material as possible.
- Assist the student in labeling lab materials using large print and color contrast so that they are easily identifiable.
- Provide verbal description of class activities. For example, when a show of hands is requested, state how many hands were raised.
- Ask if the student will need assistance during an emergency evacuation, and assist in making a plan if necessary.
- When giving directions, be clear. Say “left” or “right”, “step up” or “step down.” Identify obstacles for the student stating “the chair is on your left” or “the stairs start in about 3 steps.”
- Recommend the use of the Kurzweil, and tell students to contact the Office for Students with Disabilities in order to have access to the Kurzweil. The Kurzweil is a software program which reads books and written assignments aloud.

## PERTINENT LEGAL DECISIONS

*A college or university must provide the accommodation.* Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in the courses, activities, or programs. The Office of Civil Rights (OCR) ruled that a university may not charge students for necessary accommodations.

*Expense of accommodation is not undue hardship.* Providing an auxiliary aid or incurring an expense to ensure access would not constitute undue hardship to the university. In determining what constitutes an undue hardship, the OCR view the entire financial resources of the university rather than any single department or college.

*Altered form of exam.* The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability. There may be an exception when the purpose of the test is to measure a particular skill.

*Accommodation must be documented.* The university may refuse to grant a student's request for an accommodation that is not specifically recommended in the student's documentation.

*Handouts in alternate format.* If a student with a visual disability is enrolled in a class, the instructor must provide all handouts in the alternate format requested by the student. In addition, all handouts must be made available to students on the same day they are distributed to students without disabilities.

*Classroom must be accessible.* A classroom's location must be changes to provide accessibility for a student with a mobility disability. A college or university does not need to make every classroom accessible, but must provide for the participation of students with disabilities when "viewed in its entirety."

*Confidentiality of diagnostic information.* Faculty/staff do not have the right to access diagnostic information regarding a student's disability. Faculty and staff need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

*Personal liability.* An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

*Personal services and aids.* A college or university is not required to provide personal services such as attendant care or personal aids such as wheelchairs or eyeglasses.

*Career counseling.* Career counselors are prohibited from counseling a student with a disability into more restrictive career paths than are recommended to students without disabilities with similar interests.

## **BASIC DISABILITY ETIQUETTE**

- It is appropriate to shake hands with a person who has a disability even if they have limited use of their hands.
- When talking with a person who has a disability, speak directly to that person rather than to a companion or interpreter.
- Ignore guide dogs or other service animals. Don't pet them, they are working.
- When offering help, wait until the offer is accepted. Make sure to listen or ask for instructions.
- When greeting a person with a vision disability, always identify yourself and anyone else that is with you. Ask, "Shall we shake hands?" Let the person know when you are leaving or exiting the conversation.
- Don't worry about common phrases such as "See ya later," or "Gotta run."
- Treat adults as adults. You may choose to use simple language depending upon the situation. However, do not use childish language.
- Do not patronize people who are in wheelchairs by patting them on the head or shoulder. Do not lean on the wheelchair.
- To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand.
- Do not assume that all people who are deaf can read lips. However, if he/she can read lips, speak slowly and clearly without exaggerating your lip movements.
- Give your undivided attention to someone who has difficulty speaking. Ask short questions which require short answers. Wait for the person to finish their answer and do not cut them off.
- When speaking to someone in a wheelchair, sit down or kneel in place if possible to place yourself at his or her eye level.
- Don't be afraid to ask questions when you are unsure of what to do.

## APPROPRIATE WORDS AND PHRASES

Remember to always emphasize the person and not the disability. People are not conditions so do not label them with the name of the condition. We don't say "the cancerous," nor should we say "the blind."

<b>Do Not Use</b>	<b>Instead Use</b>
Handicap The handicapped Crippled with Victim Patient (except in hospital) Invalid Paralytic Stricken with	Physically disabled Person with a disability Person who has multiple sclerosis Person with a learning disability Person who is blind Paraplegic (limited use of lower limbs) Quadriplegic (limited use of all limbs)
Birth defect Inflicted Afflicted/afflicted by Deformed/deformed by Incapacitated Unfortunate	Caused by ..... Disabled since birth Born with .....
Deaf and dumb Deaf mute	Deaf person Pre-lingually deaf (deaf at birth) Post-lingually deaf (deaf after birth) Deaf/profoundly deaf (no hearing capability) Hard of hearing (some hearing capability)
Confined to a wheelchair Restricted to a wheelchair Wheelchair bound	Person in a wheelchair Person who uses a wheelchair Person who walks with crutches
Normal (acceptable only for quoting statistics) Regular"	Nondisabled Students without disabilities



## TIPS: Working with Deaf Students

- Deaf and Hard-of-Hearing students will usually require seating at the front of the classroom, near to and facing the instructor, to make optimum use of visual cues.
- Please repeat questions from others in the classroom before answering because it is often difficult for the interpreter to hear the questions from the front of the room.
- Expect the same from culturally Deaf Students as you would from Hard-of-Hearing or Hearing students. They all need to be able to handle the same course load.
- Due to slight “lag time” interpreters have when interpreting from English to ASL, give the Deaf Student(s) enough time to respond to questions asked in class, before continuing on your lectures.
- Remember, when working with an interpreter to look and speak directly to the Deaf person. Speak in a normal tone. Do not speak louder or in an exaggerated fashion.
- Emphasize important information such as assignment or schedule changes by writing details on the board.
- Use as many visual aids as much as possible. Write page numbers, assignments, and other important information on the board.
- Speak clearly and naturally. Write and/or spell out difficult or new vocabulary. This is helpful for the student as well as the interpreter.
- Deaf students are just like any other students—they like to be included in class discussions and feel equal to their peers.
- If requested, assist in finding another student in class to take notes; the deaf student may miss parts of the lecture if he/she is trying to watch the interpreter and write notes simultaneously.
- The interpreter is there to interpret/caption EVERYTHING that is said in class. Please do not ask the interpreter to censor any information.
- Do not turn off all lights when presenting a video as it may be difficult to see the interpreter.
- As much as possible please use captioned versions of videos and films. If you are planning to show a video or film that is not captioned, please contact the Disability Support Service office so that we may caption it prior to the day it will be shown in class.
- If a deaf student will need to request an interpreter for an out of class assignment, field trip, meeting with the instructor, tutoring, etc. It is the student’s responsibility to do so.

## Tips: Working with Interpreters

- The interpreter's primary responsibility is to facilitate communication. Instructors should refrain from asking the interpreter to function as a teacher's aide, to participate in class activities, or to perform other tasks. Doing so may interfere with the quality of communication provided, compromise the role of the interpreter and prevent full communication access for students who are deaf.
- Familiarity with the subject matter will enhance the quality of the interpreted message. If possible meet with the interpreter before class to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other pertinent information. You may also want to consider allowing interpreters to have access to any course information in Moodle. Interpreters are able to access a Moodle account.
- In class, the interpreter will position themselves in direct line with you, the student, and any visual aids.
- Interpreters process information cognitively before interpreting. The interpreted message therefore, will follow at a pace generally one or two sentences behind the communicator. Speak naturally at a reasonable pace to help facilitate an effective interpretive process.
- Ask students to raise their hand, be recognized, and then ask questions or give comments. This will allow the interpreter to finish interpreting for the current speaker and gives the Deaf or Hard-of-Hearing student equal opportunity to participate in class. Also, encourage the students to wait until the teacher recognizes them before speaking or signing. The interpreter can only convey one message at a time.
- Avoid talking while students are focused on written class work. Deaf students require time to process visual aids and materials before returning their attention to the interpreted message.
- Use "I" and "you" when communicating with deaf students through an interpreter. Look directly at the student with whom you are communicating, not the interpreter. Use of third-party phrases such as, "Ask her" or "Tell him" can compromise the relationship between the instructor and student.
- Please notify the DSS Coordinator if you know in advance that you will not be having class on a particular day. Even if an announcement is made in class, and the interpreter is there to hear the announcement, the DSS Coordinator still must be notified.
- Please notify the DSS Coordinator if the interpreter or the student misses a class, as this also affects payment for interpreting services.

## **Faculty – Points to Remember**

- When in doubt about how to assist, ask the student directly and check the student's accommodation form. If you still have questions call the Disability Support Services (DSS) office at either ext. 273 or ext. 628.
- **Confidentiality of all student information is essential!** At **no time** should the class be informed that a student has a disability, unless the student makes a specific request to do so.
- Do not provide accommodations to students unless the student is registered with the DSS office and presents you with an accommodation form.
- **The Student Code of Conduct regarding disruptive behavior applies to all students.** Clearly state behavioral expectations for all students; discuss them openly in your classroom, on your syllabus, and with individual students as needed. If you require assistance or guidance concerning the behavior of a student with a disability, please contact the DSS office.

Please see related Faculty Frequently Asked Questions document at the following link for additional information: <http://www.hagerstowncc.edu/faculty-staff/disability-services/disability-services-faq-faculty-staff>

You may also access Faculty Frequently Asked Questions in the Appendix of this handbook.

## ACKNOWLEDGEMENTS

Department of Justice: ADA Regulations and Technical Assistance Manuals

National Clearinghouse on Post-Secondary Education for Individuals with Disabilities, HEATH Resource Center, The George Washington University

Accommodating Students with Disabilities: Faculty/Staff Handbook, Minnesota State University, Mankato

A Faculty/Staff Guide: Optimizing the Learning Environment for Students with Disabilities, Towson University

Access for Students with Disabilities: Policies, Procedures, and Resources. A Desk Reference Guide for Faculty and Staff, North Carolina State University

Employment and Individuals with Disabilities: A Guide for Businesses, Frederick Works Project

The Faculty/Staff Guide: Optimizing the Learning Environment for Students with Disabilities, Montgomery College

Student Guide to Disability Support Services, Montgomery College

Access Utah Network Publication Web Site – A Division of the Labor Commission of Utah

Student Handbook: Disability Support Services, Metropolitan Community College

Westminster College: Disability Services, Policies and Procedures for Disability-Related Exceptions to Attendance Policies

**Hagerstown Community College  
Disability Support Services (DSS)  
CONFIDENTIAL  
Student Intake**

**CONTACT INFORMATION:**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: (Home) \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

(Other) \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Student ID#: \_\_\_\_\_ Preferred E-mail: \_\_\_\_\_

Classification (select one):  New Student  Transfer Student  Returning Student (date of last attendance): \_\_\_\_\_

Intended Major: \_\_\_\_\_ Veteran?:  Yes  No

**MEDICAL BACKGROUND:**

Date of diagnosis/documentation: \_\_\_\_\_

What is your diagnosed disability/disabilities? \_\_\_\_\_

Describe your disability and how it affects your performance as a student. \_\_\_\_\_

\_\_\_\_\_

List any services that you have received from outside agencies (ex. DORS) for academic, career, or personal counseling, etc. \_\_\_\_\_

**ADDITIONAL INFORMATION:**

Do you receive SSDI(Social Security Disability Insurance) select one:  YES  NO

*You may be eligible to receive a tuition waiver if you are an SSDI recipient.*

I have received a (select one):  High School Diploma  Certificate of Attendance  Neither

Are you currently working? \_\_\_\_\_ How many hours per week? \_\_\_\_\_

What is your educational goal? \_\_\_\_\_

Check those tasks which you can do and those which you have difficulty.

	No difficulty	Some difficulty
Paying attention in class	<input type="checkbox"/>	<input type="checkbox"/>
Completing assignments	<input type="checkbox"/>	<input type="checkbox"/>
Taking notes	<input type="checkbox"/>	<input type="checkbox"/>
Memorizing	<input type="checkbox"/>	<input type="checkbox"/>
Managing time	<input type="checkbox"/>	<input type="checkbox"/>
Reading at a good rate	<input type="checkbox"/>	<input type="checkbox"/>
Understanding what I read	<input type="checkbox"/>	<input type="checkbox"/>
Doing math calculations	<input type="checkbox"/>	<input type="checkbox"/>
Doing math word problems	<input type="checkbox"/>	<input type="checkbox"/>
Following directions	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>
Finishing tests on time	<input type="checkbox"/>	<input type="checkbox"/>
Putting thoughts into writing	<input type="checkbox"/>	<input type="checkbox"/>
Proofreading	<input type="checkbox"/>	<input type="checkbox"/>
Being motivated	<input type="checkbox"/>	<input type="checkbox"/>

Think about the following accommodations and check the boxes that you are requesting.\*

	Requested Accommodation	Do not need
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Note taker	<input type="checkbox"/>	<input type="checkbox"/>
Verbatim reading of tests	<input type="checkbox"/>	<input type="checkbox"/>
Scribe for tests	<input type="checkbox"/>	<input type="checkbox"/>
Tape recorder in class	<input type="checkbox"/>	<input type="checkbox"/>
Extended time on tests	<input type="checkbox"/>	<input type="checkbox"/>
Tests in a quiet place	<input type="checkbox"/>	<input type="checkbox"/>
Books in alternative formats	<input type="checkbox"/>	<input type="checkbox"/>
Use of computer	<input type="checkbox"/>	<input type="checkbox"/>
Spellchecker	<input type="checkbox"/>	<input type="checkbox"/>
Interpreter	<input type="checkbox"/>	<input type="checkbox"/>
Braille	<input type="checkbox"/>	<input type="checkbox"/>
Assistive listening device	<input type="checkbox"/>	<input type="checkbox"/>
Talking calculator/calculator	<input type="checkbox"/>	<input type="checkbox"/>
Kurzweil 3000	<input type="checkbox"/>	<input type="checkbox"/>
Accessible classrooms	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology:	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>

\*Please note that appropriate documentation must be submitted and approved before eligibility for accommodations can be determined.

Additional Notes/Comments (for office use only):

*Please click on either button below to print this form or e-mail it to the DSS office. Thank You!*

**Print**

**E-Mail**

## Hagerstown Community College Disability Support Services (DSS) Agreement/Release Form

**By signing below you are acknowledging that you have read, understand, and agree to the following statements:**

1. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of the qualifying disability. The college does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.
2. The DSS office has my permission to act as an advocate on my behalf with instructors/staff and to release information about my disability and/or accommodations to appropriate college personnel who are directly involved in providing academic or support services.
3. I understand that in order to receive accommodations each semester it is **my responsibility** to pick up my student accommodation form from the DSS office and deliver the forms first to my instructors and then return them to the DSS office.
4. If I choose not to use my accommodations in a class nothing can be done to alter grades received when not using accommodations; however, I can choose to use accommodations at any time hence forth.
5. **For students using interpreters:** I will notify the DSS office in advance if I am going to miss a class or an appointment. If I have excessive absences without notification I understand that interpreting services may cease.
6. If I have concerns about my success in class, accommodations used, or any other concern related to my time at HCC, I will contact the DSS office and make them aware of these concerns.
7. The DSS office will send out progress reports each semester to my professors but it is still my responsibility to monitor my progress in the classroom and work with support staff on campus if I am struggling in a class.
8. I have a right to inspect/change my Disability Support Services file and that this authorization is subject to revocation.
9. Additionally I authorize the DSS office to disclose information about my disability, accommodations, and/or academic performance to the following persons (List Names):

**Parent/Guardians:** \_\_\_\_\_

**Diagnostician:** \_\_\_\_\_

**Mental Health Professional:** \_\_\_\_\_

**Other:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Please click on either button below to print or e-mail this form to the DSS office. Thank You!*

**Print**

**E-Mail**



# Hagerstown Community College

## *Note Taker Request Form*

First Name  Last Name

E-Mail Address

Phone Number

List the course(s) that you need a note taker for below:

Course 1  Days/Times  Teacher's Name

Course 2  Days/Times  Teacher's Name

Course 3  Days/Times  Teacher's Name

Course 4  Days/Times  Teacher's Name

Course 5  Days/Times  Teacher's Name

*Return completed form to the Disability Support Services (DSS) office in ASA-902  
or via e-mail at: [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu)*

*E-Mail Form*

*Print Form*





# Hagerstown Community College

## *Electronic Textbook Request Form*

First Name  Last Name

E-mail Address  Phone Number

**List the course(s) and complete the related textbook information below if you will need an alternative version of your textbook(s)**

Course 1  Title of Book

Author(s)  Publisher  Edition

Course 2  Title of Book

Author(s)  Publisher  Edition

Course 3  Title of Book

Author(s)  Publisher  Edition

Course 4  Title of Book

Author(s)  Publisher  Edition

**Return completed form to the Disability Support Services (DSS) office in  
ASA-902 or via e-mail at: [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu)**

***E-Mail Form***

***Print Form***



11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • [www.hagerstowncc.edu](http://www.hagerstowncc.edu)

## **Disability Support Services (DSS) Electronic Textbook Student Agreement**

Before receipt of materials, this agreement shall be signed by the student and a staff member of the DSS office at Hagerstown Community College (HCC). This agreement will be kept on file each semester in which the student requests alternatively formatted materials.

By signing below you are acknowledging that you have read, understand, and agree to comply with the following policies and procedures:

- I am requesting alternatively formatted instructional materials for a semester in which I am enrolled in one or more courses.
- I have provided the DSS office at HCC with appropriate documentation of the disability that prevents me from using standard instructional material.
- I understand that I must purchase instructional materials at the same cost as other students.
- I agree that I will not copy or reproduce alternatively formatted instructional materials nor allow anyone else to do so.
- I will not share alternatively formatted materials with any other party.

---

Signature of Student

Date

---

Signature of DSS staff

Date

## ***Exam Reader/Scribe Request Form***

***If you will need a reader or scribe on an upcoming exam, please complete this form 3-5 days in advance of your exam. A Disability Support Services (DSS) staff member will contact you to confirm receipt of the form and confirm your testing time.***

---

Student Name:

Student ID#:

Instructor's Name:

Course Name and Number:

Exam Name:

I am requesting a:     Reader     Scribe

If possible I would prefer to have my exam:

Pre-recorded

Read by a person

Read by the computer

If possible I would like to take my exam on:

Date:

Time:

Please contact me at the following to confirm my testing arrangements:

Phone:

E-Mail:

***RETURN COMPLETED FORM TO THE DSS OFFICE IN ASA-902  
OR VIA E-MAIL AT: [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu)***

**E-Mail**

**Print**

For Office Use Only: (Additional testing accommodations? Specific reader preferred?)

## Resources for Assessment Services

Hagerstown Community College does not test or diagnose for disabilities. Students who suspect that they have a disability and would like to receive accommodations through the college may:

- Contact their insurance company to find out if they will pay for a psychological or neuropsychological evaluation.
- Obtain a formal diagnosis from a certified professional, including a psychiatrist, psychologist, neurologist, learning disabilities specialist, or other qualified professional

The following is a resource list of several places that conduct testing services among others.

### **Division of Rehabilitation Services (DORS)**

*The Maryland Division of Rehabilitation Services(DORS) has programs and services that help people with significant disabilities go to work in careers of their choice. If eligible, DORS may conduct a psychological assessment to better understand strengths and potential career options.*

**Fees:** No fee for evaluation

**Location:** Professional Arts Building

5 Public Square

Suite 411

Hagerstown, MD 21740

**Phone:** (301)791-4760

**Fax:** (301)739-8464

### **Sally Schmidt, PhD**

*Dr. Schmidt provides psychological testing and psycho-educational assessments to address current academic functioning and suggested accommodations.*

**Fees:** Fee for service to be determined

**Location:** 1140 Opal Ct.

Suite 217

**Phone:** (301) 790-1560

### **Vic Cardinale, Ph.D**

*Doctor Cardinale provides a wide range of assessments including testing for diagnosis and treatment for psycho-educational assessments for ADHD and learning disorders.*

**Fees:** Fees for service to be determined, Insurance accepted

**Location:** 9191 Brin Blvd.

Chambersburg, PA 17201

**Phone:** (717) 496-8004

**Fax:** (717) 496-8005

### **Jeff Lensbower**

**Fees:** Fees for service to be determined

**Location:** 1970 Scotland Ave.

Chambersburg, PA 17201

**Phone:** (717)263-6370

**Fax:** (717) 263-9579

## **Monacacy Neurodevelopment Center**

*Monacacy Neurodevelopment Center is a multidisciplinary center developed to provide both diagnostic and treatment services for individuals suffering from neurodevelopmental challenges and support.*

Holly Martin (Intake Coordinator)

**Fees:** Fees for service to be determined

65 Thomas Johnson Dr.

Frederick, MD 21702

**Phone:** (301) 662-3808

**Fax:** (301)695-9694

## **Ashburn Psychological Services**

*Offers psycho-educational evaluation, emotional disorder, auditory processing testing, and ADHD screening.*

Chris (Intake Manager)

**Fees:** Fees for service to be determined

**Location:** 44110 Ashburn Shopping Plaza

Suite 251

Ashburn, VA

**Phone:** (703) 723-2999

**Fax:** (703)723-4144

## **Applied Counseling & Psych-Educational Services**

*Provides testing for various cognitive, emotional and learning disabilities*

Myra L. Burgee, Ph.D.

**Fees:** To be determined

**Location:** Jackson Place South

932 Hungerford Dr.

Suite 5B

Rockville, MD 20850

**Phone:** (301) 933-2374

**Fax:** (301)253-5859

## **The University of Maryland Psychology Clinic**

*The Psychology Clinic provides evidenced-based psychological assessment and treatment for a wide variety of concerns and issues. Psychological assessment includes cognitive evaluations for learning disabilities and intelligence testing as well as diagnostic assessments for Attention Deficit / Hyperactivity Disorder (ADHD). The Psychology Clinic is staffed by Clinical Psychology Faculty and graduate students from the Doctoral Program in Clinical Psychology. For more information please call number below.*

**Fees:** Sliding scale from \$750-\$1350 based on household income

**Location:** 2114 Biology-Psychology Building

College Park, MD 20850

**Phone:** (301) 405-4808

## **Anne Arundel Counseling Center**

*Provides diagnostic psychological and psychiatric evaluations*

**Fees:** Psychiatric evaluation (Psychiatric Nurse Practitioner – medication monitoring) \$500; Diagnostic Psychological evaluation-\$1,500

**Location:** 7310 Ritchie Highway, Suite 1009

Glen Burnie, MD 21061

**Phone:** (410)768-5988



## **Disability Support Services (DSS) Personal Attendant Agreement**

Hagerstown Community College (HCC) makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, personal attendants who accompany individuals with documented disabilities through the DSS office will be allowed entrance into the classroom. However, it is not the responsibility of the College to provide services to meet the personal needs (actions needed regardless of whether the person is a student or not) of the student.

An otherwise qualified student who required personal attendant services must make arrangements for his/her own personal attendant service. The College does not assume coordination or financial responsibilities for personal attendant services.

**The student is expected to:**

- Submit appropriate documentation to the DSS office that supports the necessity of having a personal attendant.
- Notify the DSS office of any personnel changes, and have any new attendants sign the Personal Attendant Agreement form.
- Have a back-up plan or alternative plan of action should the regular personal attendant not be available.
- Direct the activities of the personal attendant while at HCC.
- Pay for all personal attendant services.

**The personal attendant is expected to:**

- Refrain from participating in class discussions.
- Refrain from conversations with the student during class.
- Refrain from discussing any confidential information about the student with faculty, staff, or students.
- Allow the student to take responsibility for his/her own progress in class.
- Follow HCC's Code of Conduct, which can be found in HCC's College Guide: A Handbook Planner for Students.
- Allow the DSS office to coordinate needed classroom accommodations. If the student requests the personal attendant to take notes, the college cannot pay the personal attendant.

If a student or personal attendant fails to abide by the above guidelines, the DSS office may determine that the personal attendant will not be allowed to accompany the student while on campus. Depending on the circumstance, there may also be disciplinary action taken against the student through Judicial Affairs for inappropriate behavior as defined in the Student Code of Conduct.

**By signing below the student and attendant, acknowledge that they have read, understand, and agree to comply with the guidelines as outlined above:**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Personal Attendant Date

\_\_\_\_\_  
DSS Staff Date

## ***FACULTY***

### **Frequently Asked Questions**

#### **How does a student become eligible to receive accommodations?**

A student must have a documented disability and inform the college that he or she is requesting accommodations based on a disability. The student must

1. Make an appointment with the Disability Support Services (DSS) office and an initial intake meeting will be scheduled.
2. Students must present documentation of a disability from a qualified professional.
3. Students must pick up accommodation forms from the DSS office, preferably during the first week of classes.
4. Students must discuss accommodations with professors and have each professor sign the accommodation form.
5. Students must sign the accommodation form and return it to the DSS office.

#### **Won't providing accommodations on examinations give an unfair advantage to a student with a disability?**

Accommodations allow students to be measured based upon their knowledge of course content not on the effects of their disability. *The same standard should be used for students, with and without disabilities, when evaluating and determining grades.* Accommodations should not jeopardize essential functions or technical standards of a class or program of study. If you feel that an accommodation listed on a student's accommodation form is jeopardizing these standards please contact the DSS Coordinator for guidance.

#### **What do I do when a student discloses a disability?**

Ask for his or her accommodation form. This form specifies the accommodations that faculty are legally mandated to provide. During an office hour or other convenient time, discuss the accommodation form with the student and sign the form to indicate that you have received it. If the student does not have the accommodation form, he or she should be referred to the DSS office. If questions or concerns remain after discussing the accommodations with the student, please contact the DSS office.

#### **What if a student doesn't tell me about a disability until late in the semester?**

Students have a responsibility to give faculty and the DSS office adequate time to arrange accommodations. Students are encouraged to identify early in the semester. Instructors can help by making an announcement in class and in the syllabus. This announcement should invite students to speak with them after class if they are seeking accommodations due to a disability. Once a student has identified him or herself and requests accommodations authorized by the DSS office, the college has a legal responsibility to make reasonable attempts to accommodate the need, even late in the semester. There is no responsibility to provide accommodations prior to identification. Accommodations are not retroactive. Students are not allowed to retake exams with accommodations in place if they did not provide notification of the disability and authorized accommodations. Faculty are encouraged to contact the DSS office for assistance in arranging last minute requests.

**Can I review the student's documentation of the disability?**

The DSS office is the office designated to receive and interpret documentation of the disability. The DSS Coordinator certifies eligibility for services and determines reasonable accommodations based upon necessary documentation. Disability information is confidential and students are not required to disclose this information to instructors.

**What if I suspect that a student has a disability?**

It is perfectly acceptable to arrange a meeting to discuss your concerns with the student's performance in your class. However, do not assume that the student's difficulties are a result of a disability. The Americans with Disabilities Act state that a public entity may not make unnecessary inquiries into the existence of a disability. If you do suspect a disability, document your concerns and contact the DSS office.

**What if a student with a disability is failing?**

Treat the student as you would any student who is not performing well in your class. Invite the student to your office hours to discuss reasons for the failing performance. Find out if students are using all resources available to them to try to improve upon their performance. If the student has presented you with an accommodation form, you may ask if they are using their accommodations. If the student is not using their accommodations, you may ask the student if they feel that by using their accommodations, their performance would improve. Encourage the student to see the DSS office for additional strategies to improve his or her grades such as time management skills, test taking and study strategies, textbook reading and note taking skills. Students can also utilize any available tutoring provided on campus.

**What if a student with a disability is absent?**

Talk with the student to discuss your concern that absences are affecting class performance. Remind him or her of your policy on class absences. Determine whether the missed work can be made up and if so, make arrangements with the student to do so. Refer the student to the DSS office if too much work has been missed. The DSS staff will explore options with the student, including a possible audit/withdraw.

**What is a note taker?**

A note taker is usually another student in class who volunteers to provide copies of lecture notes taken during class. The instructor's help is usually requested in helping the student with a disability find a conscientious volunteer who is a dependable student and capable note taker. The note taker can make copies of notes at any of the copiers on campus and will be given a copier code to do so. The note taker also has the option of using carbonless lined notebook paper provided through the DSS office. If a suitable volunteer is not found, the DSS office should be contacted as soon as possible. The DSS office will attempt to find a note taker and/or make alternative provisions. The student with a disability is expected to attend class as usual when a note taker is provided. Usually he or she is encouraged to take his or her own notes to the extent possible.



**What should I do if a student who is deaf or hard of hearing shows up in my class without an interpreter?**

In the unlikely event that a student shows up for the first day of class without an interpreter, the student should be referred to the DSS office. The DSS staff will schedule an interpreter to be present for the rest of the semester. If a previously scheduled interpreter does not show up for a class, contact the DSS office immediately. The DSS staff may be able to contact the interpreter to check on his or her whereabouts and whether or not they will be able to attend class.

**Do I need to alter my teaching style with an interpreter present?**

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. Some adaptations in presentation style may be helpful when using a sign language interpreter. The interpreter will let you know if you need to slow down your rate of speaking or if they need you to repeat any information. A desk copy of the textbook used in class is especially helpful for the interpreter when the class is using examples or doing exercises from the text. Please realize that if students are looking at the interpreter, they cannot be reading a book, writing, or taking notes. Therefore, a pause for the student to finish their task may be required before continuing the lecture.

**What can I expect if there is an interpreter in my classroom?**

Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf (RID), which specifies that interpreters are to serve as communication intermediaries who are not otherwise involved.

- When an interpreter is present, speak directly to the deaf or hard of hearing person rather than to the interpreter, and avoid using phrases such as “tell him” or “ask her.”
- Speak normally, noting that there may be lag time between the spoken message and the interpretation.
- When referring to objects or written information, allow time for the translation to take place. Replace terms such as “here” and “there” with more specific terms, such as “on the second line” and “in the left corner.”
- The deaf student and the interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
- Inform the interpreter in advance if there is an audiovisual element in a presentation, so arrangements can be made for lighting and positioning.

**What should I do if my class needs to evacuate the building due to an emergency?**

Students should let you know at the beginning of the semester if they will need assistance during an emergency.

- Students who are blind or have low vision may need a “buddy” to assist them when exiting the building.
- No one should use an elevator, including students who use wheelchairs. They should wait for fire or police personnel to safely assist them to exit the building. To prevent injuries, it is preferable that instructors or other untrained personnel not attempt to evacuate a student who uses a wheelchair. Please wait for trained emergency personnel.

**What if a student has a seizure in my class?**

The DSS staff encourages students with seizure disorders to discuss with their instructors at the start of the semester what to do if a seizure occurs during class time. Some students may request that emergency personnel be called; others may request action as listed below.

A seizure can result in a relatively slight reaction, such as a short lapse in attention, or a more severe reaction which involves convulsions. Seizure disorders are generally controlled by medication, so the possibility of a seizure in the classroom is rare. If one does occur, the campus police and/or DSS staff may be called if the student has requested this response. The actions listed below are also suggested:

- Keep calm. Ease the student to the floor and open the collar of the shirt. You cannot stop a seizure. Let it run its course and do not try to revive the student.
- Remove hard, sharp, or hot objects that may injure the student, but do not interfere with his or her movements.
- Do not force anything between the student's teeth.
- Turn the student's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed, but do not be concerned if breathing is irregular.
- When the student regains consciousness, let him or her rest as long as desired.
- To help orient the student to time and space, suggest where he or she is and what happened.
- If the seizure lasts beyond a few minutes, or if the student seems to pass from one seizure to another without regaining consciousness, contact the campus police. This rarely happens, but when it does, it should be treated immediately.