

**Student  
Accessibility  
Services  
Information**

# Table of Contents

<b>General Guidelines for Documentation of a Disability.....</b>	<b>3</b>
<b>Attention Deficit / Hyperactivity Disorder (ADD/ADHD) .....</b>	<b>5</b>
<b>Psychological Disability .....</b>	<b>6</b>
<b>Hard of hearing / deaf.....</b>	<b>7</b>
<b>Low vision / blind .....</b>	<b>7</b>
<b>Other health impairment.....</b>	<b>8</b>
<b>Mobility or Orthopedic Disability.....</b>	<b>9</b>
<b>Autism Spectrum Disorder .....</b>	<b>9</b>
<b>Cognitive Disability .....</b>	<b>11</b>
<b>How to Request Student Accessibility Services Accommodations.....</b>	<b>13</b>
<b>New students .....</b>	<b>13</b>
<b>Current students.....</b>	<b>14</b>
<b>Rights and Responsibilities of Students with Disabilities .....</b>	<b>15</b>
<b>Procedure for Requesting Accommodated Testing .....</b>	<b>17</b>
<b>Grievance Procedure for Students with Disabilities .....</b>	<b>19</b>
<b>Student Accessibility Services - Alternate Format Materials.....</b>	<b>21</b>
<b>Student Accessibility Services - Interpreter Services.....</b>	<b>23</b>
<b>Service Animal Guidelines .....</b>	<b>24</b>
<b>Tuition Waiver for Students with Disabilities .....</b>	<b>26</b>
<b>Social Security Tuition Waiver .....</b>	<b>28</b>

# General Guidelines for Documentation of a Disability

The Community College of Baltimore County (CCBC) with campuses at Catonsville, Dundalk, and Essex, is committed to the philosophy of nondiscrimination for individuals with disabilities and ensures that all programs and activities of the College are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. In order to fully evaluate requests for reasonable accommodations or auxiliary aids in the college environment, CCBC requires proper documentation of the disability, including an evaluation by an appropriate professional describing the current impact of the disability as it relates to the college environment. It is the student's responsibility to provide this documentation to the appropriate Student Accessibility Services' office, where it will be kept in a confidential file.

For individuals who have recently received services from a public school system, necessary information would most likely be contained in the most recent psychological and educational evaluations. Although an Individual Education Plan (IEP) or Section 504 plan may help identify services that had been effective in high school, it may not be considered sufficient documentation for the postsecondary institution. Documentation should be prepared by a qualified professional.

While documentation may meet CCBC's requirements to support accommodations, the student should be prepared to provide additional and/or more current documentation when transferring to a 4-year institution or when requesting accommodations for any standardized tests required for professional or career certifications such as the TEAS, NCLEX, PRAXIS, CDL, etc.

CCBC recognizes that the specific elements and format of the evaluations will vary. These guidelines are intended to assist students and professionals as they provide information that supports appropriate and reasonable accommodations. Any questions regarding these guidelines may be directed to the appropriate office noted above.

The following guidelines are provided so that CCBC, through the disability support office on each campus can respond appropriately to the individual needs of the student. Each office will determine eligibility for reasonable accommodations based on the content of the documentation submitted by the student. The disability support office reserves the right to request additional documentation, and/or an update of documentation previously submitted and may request the written consent of the student to contact their health professional to discuss information contained in the documentation.

## **Learning Disability**

A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current status and impact of the learning disability in an academic setting should be included. If appropriate, please include past accommodations related to the disability. If another diagnosis is applicable (e.g., ADD/HD, mood disorder), it should be stated.

The evaluation must be performed by a professional who is certified / licensed in the area of learning disabilities. The evaluator's name, title, and professional credentials and affiliation should be provided.

The evaluation should be based on a comprehensive assessment battery:

1. **Aptitude:** Average broad cognitive functioning must be demonstrated on an individually administered intelligence test based on adult norms, such as the Wechsler Adult Intelligence Scale (WAIS-R or WAIS-IV), Wechsler Intelligence Scale for Children (WISC—R or WISC-IV), or Woodcock Johnson (WJ-R) Cognitive Battery. Subscales/subtests scores should be listed.
2. **Academic Achievement:** A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.
3. **Information Processing:** Specific areas of information processing (e.g., short- and long-term memory, auditory, and visual perception/processing, executive functioning) should be assessed.
4. **Social-Emotional Assessment:** To rule-out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.
5. **Clinical Summary:** A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

The documentation should include the following:

1. Information regarding the specific academic functions affected by and the severity of the disability.
2. Recommendations for and compliance to prescription treatment, including medication.

3. Recommendations for academic accommodations based on specific features/symptoms of disability.
4. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

A supporting letter may be submitted by a certified / licensed professional or practitioner in addition to the assessment to support reasonable accommodations.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

### **Attention Deficit / Hyperactivity Disorder (ADD/ADHD)**

Documentation must include a medical or clinical diagnosis of ADD/HD based on DSM-IV criteria and a rationale for the diagnosis.

The evaluation must be performed by an appropriate professional, a medical doctor or a clinical psychologist, who is knowledgeable regarding ADD/HD. The evaluator's name, title, and professional credentials and affiliation should be provided.

The documentation should include the following:

1. Quantitative and qualitative information that supports the diagnosis.
2. Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview) based on adult norms.
3. Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index).
4. Recommendations for and compliance to prescriptive treatment, including medication.
5. Recommendations for academic accommodations based on specific features/symptoms of disability.
6. Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, behavioral, neurological, learning, personality disorders).
7. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students

may be required to submit up-dated information and/or documentation.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

### **Psychological Disability**

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

The evaluation must be performed by an appropriate professional: a psychiatrist, a clinical psychologist, a clinical social worker or counselor. The medical letter should include the evaluator's name, title, and professional credentials and affiliation should be provided on letterhead paper.

The documentation should include the following:

1. Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups).
2. Recommendations for and compliance to prescriptive treatment, including medication.
3. Recommendations for academic accommodations based on specific features/symptoms of disability.
4. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

Documentation must reflect the current array of symptoms/features and level of functioning within the past year; if the documentation does not, students may be required to submit up-dated information and/or documentation.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

## **Hard of hearing / deaf**

Documentation, such as an audiogram, must include a medical diagnosis.

The diagnosis and evaluation should be made by a medical doctor or appropriate specialist, such as an audiologist, licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided.

The recency of the documentation is dependent on the nature/stability of the disability. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The documentation should include the following:

1. The stability of the disability (Is the disability stable, progressive, fluctuating?).
2. Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly).
3. Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

## **Low vision / blind**

Documentation, such as a vision test, must include a medical diagnosis.

The diagnosis and evaluation should be made by a medical doctor or appropriate specialist, such as an optometrist or ophthalmologist, licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided on letterhead paper.

The recency of the documentation is dependent on the nature/stability of the disability. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The documentation should include the following:

1. The stability of the disability (Is the disability stable, progressive, fluctuating?).
2. Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly).

3. Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).
4. An IEP or 504 plan may not constitute sufficient documentation, but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

### **Other health impairment**

Documentation must include a medical diagnosis.

The diagnosis and evaluation should be made by a medical doctor or appropriate specialist licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided on letterhead paper.

The recency of the documentation is dependent on the nature/stability of the disability. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The documentation should include the following:

1. The stability of the disability. Provide a description of the expected change in the functional impact of the condition(s) over time. If the condition is variable, describe the known triggers that may exacerbate the condition.
2. Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly).
3. Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).
4. Information regarding the specific academic functions affected by and the severity of the disability.
5. Recommendations for and compliance to prescription treatment, including medication.
6. Recommendations for academic accommodations based on specific features/symptoms of disability.
7. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit

additional psychological/educational/diagnostic/medical information, if possible.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

### **Mobility or Orthopedic Disability**

Documentation must include a medical diagnosis.

The diagnosis and evaluation should be made by a medical doctor or appropriate specialist licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided on letterhead paper.

The recency of the documentation is dependent on the nature/stability of the disability. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The documentation should include the following:

1. The stability of the disability (Is the disability stable, progressive, fluctuating?).
2. Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly).
3. Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).
4. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

### **Autism Spectrum Disorder**

A psycho-educational evaluation that provides a diagnosis of a cognitive disability must be submitted. A statement indicating the current status and impact of the disability in an academic setting should be included. If another diagnosis is applicable (e.g., ADD/HD), mood disorder), it should be stated.

The recency of the documentation is dependent on the nature/stability of the disability.

**Revised 8/15/2025**

Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The evaluation must be performed by a certified/licensed professional. The evaluator's name, title, and professional credentials and affiliation should be provided.

The evaluation should be based on a comprehensive assessment battery:

1. **Aptitude:** Average broad cognitive functioning must be demonstrated on an individually administered intelligence test based on adult norms, such as the Wechsler Adult Intelligence Scale (WAIS-R or WAIS-IV), Wechsler Intelligence Scale for Children (WISC—R or WISC-IV), or Woodcock Johnson (WJ-R) Cognitive Battery. Subscales/subtests scores should be listed.
2. **Academic Achievement:** A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.
3. **Information Processing:** Specific areas of information processing (e.g., short- and long-term memory, abstract reasoning) should be assessed.
4. **Social-Emotional Assessment:** To provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.
5. **Clinical Summary:** A diagnostic summary should present a diagnosis of a cognitive disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the disability; and recommend specific accommodations based on disability-related deficits.

The documentation should include the following:

1. Information regarding the specific academic functions affected by and the severity of the disability.
2. Recommendations for and compliance to prescription treatment, including medication.
3. Recommendations for academic accommodations based on specific features/symptoms of disability.
4. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

A supporting letter may be submitted by a certified / licensed professional or practitioner in addition to the assessment to support reasonable accommodations.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

## **Cognitive Disability**

A psycho-educational evaluation that provides a diagnosis of a cognitive disability must be submitted. A statement indicating the current status and impact of the disability in an academic setting should be included. If appropriate, please include past accommodations related to the disability. If another diagnosis is applicable (e.g., ADD/HD), mood disorder), it should be stated.

The recency of the documentation is dependent on the nature/stability of the disability. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

The evaluation must be performed by a certified/licensed professional. The evaluator's name, title, and professional credentials and affiliation should be provided.

The evaluation should be based on a comprehensive assessment battery:

1. **Aptitude:** Average broad cognitive functioning must be demonstrated on an individually administered intelligence test based on adult norms, such as the Wechsler Adult Intelligence Scale (WAIS-R or WAIS-IV), Wechsler Intelligence Scale for Children (WISC—R or WISC-IV), or Woodcock Johnson (WJ-R) Cognitive Battery. Subscales/subtests scores should be listed.
2. **Academic Achievement:** A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.
3. **Information Processing:** Specific areas of information processing (e.g., short- and long-term memory, abstract reasoning) should be assessed.
4. **Social-Emotional Assessment:** To provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.
5. **Clinical Summary:** A diagnostic summary should present a diagnosis of a cognitive disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and

information processing reflect the disability; and recommend specific accommodations based on disability-related deficits.

The documentation should include the following:

1. Information regarding the specific academic functions affected by and the severity of the disability.
2. Recommendations for and compliance to prescription treatment, including medication.
3. Recommendations for academic accommodations based on specific features/symptoms of disability.
4. An IEP or 504 plan may not constitute sufficient documentation but may be submitted along with a clinical or medical evaluation. If an IEP or 504 plan provides only limited information, SAS may request that students submit additional psychological/educational/diagnostic/medical information, if possible.

A supporting letter may be submitted by a certified / licensed professional or practitioner in addition to the assessment to support reasonable accommodations.

*It is recommended that documentation of a disability should be submitted to the appropriate Student Accessibility Services Office prior to the first appointment.*

# How to Request Student Accessibility Services Accommodations

A CCBC student may request a reasonable accommodation related to a disability by scheduling an appointment with a Student Accessibility Services (SAS) Coordinator in one of the CCBC Student Accessibility Services offices.

Support is provided for individuals with deafness and hearing disabilities, blindness and low vision, health impairments, learning disabilities, attention deficit disorders, orthopedic impairments, psychiatric disabilities, autism spectrum disorders, traumatic brain injuries, and other disabilities.

## New students

At CCBC, we work to ensure all programs and activities of the College are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

If you would like to obtain assistance through our office, please see our registration procedures below. We look forward to hearing from you.

Who is eligible to receive assistance?

Any student who has a documented disability that impacts their academic performance may be eligible for services. Students are responsible for self-disclosing their disabilities to SAS as well as providing documentation to determine eligibility. All students with disabilities have the responsibility to follow the procedures listed below for obtaining reasonable accommodations at CCBC.

## Steps to Register with CCBC Student Accessibility Services (SAS)

Step 1 – Complete the SAS Intake Application

Submit your intake application AND securely upload your documentation of disability [Student Accessibility Intake Form](#).

- You will need your CCBC username and password to use this form. If you have already applied and do not know your log in credentials, please use this tool to retrieve your CCBC username and password: <https://shwa.ccbcmd.edu/>
- If you have not already applied to CCBC, please complete the free Application for Admission Online at: [Community College of Baltimore County](#) You will receive your CCBC ID number upon completion of the application.

## Step 2 – Schedule an appointment

After SAS has received your documentation of disability and intake form you will be contacted by a SAS team member to set up an appointment.

## Step 3 – Attend your appointment

- Your appointment may take up to an hour.
- During your appointment, you will provide details about barriers you experience in your academics.
- You and your SAS Coordinator will discuss accommodations that would work best for you.
- You are not considered fully registered with SAS until you provided documentation, attended your intake appointment, and been approved for accommodations.

Please note, if you are approved for accommodations your next step is to complete the [Accommodation Request Form](#). This must be submitted every semester that you are requesting use of your accommodations. It may take up to seven business days to generate accommodations letters. Your accommodation letters will be emailed to your instructors. You are responsible for following up with your instructor to discuss the implementation of your accommodations.

### **Current students**

Remember to complete a new [Accommodation Request Form](#) each semester in order to have accommodation letters prepared for your new classes.

# **Rights and Responsibilities of Students with Disabilities**

The rights and responsibilities of students with disabilities are delineated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended in 2008. The Community College of Baltimore County is committed to protecting and ensuring the rights of students with disabilities at the college.

## **Student Rights**

- The college will comply with Section 504 of the Rehabilitation Act and ADA to provide equal access to its programs and services for students with disabilities.
- No otherwise qualified person with a disability shall solely, because of the disability, be denied access to programs and services.
- The Student Accessibility Services office on each campus will work with each student to identify and provide appropriate and reasonable accommodations.
- Reasonable accommodations will be authorized for any student upon presentation of current documentation of disability consistent with guidelines. All records documenting students' disabilities will be kept confidential.
- A professionally staffed Student Accessibility Services office on each campus will be identified specifically to assist students with disabilities and will have copies of established procedures available for students.
- Students with disabilities will be referred for additional services available on the campus.
- A grievance procedure is available to assist in resolving disputes arising in the process of determining eligibility and reasonable accommodations.

## **Student Responsibilities**

- Students who are requesting reasonable accommodations based on qualified disabilities must identify themselves as having a disability by making an appointment with a Student Accessibility Services counselor on their campus to discuss reasonable accommodations.

- It is the responsibility of each student to obtain and provide documentation to the Student Accessibility Services counselor in accordance with CCBC guidelines.
- The required documentation and request for accommodations must be made with sufficient time for the college to arrange accommodations. It may take at least two weeks for the college to implement accommodations.
- Students must request an accommodation letter from the Student Accessibility Services Coordinator for each semester.
- Students must discuss implementation of accommodations issued by the Student Accessibility Services counselor to instructors in a timely manner and work with each instructor to arrange the requested accommodations.
- Students are responsible for obtaining written copies of established procedures and following them in order to access accommodations.
- Students must report to the Student Accessibility Services office, in a timely manner, any problems that arise with respect to the provision of reasonable accommodations.
- Students must adhere to all college policies, including, but not limited to, the student code of conduct.

# Procedure for Requesting Accommodated Testing

**Students should discuss their need for testing accommodations with their Student Accessibility Services (SAS) counselor.**

If it is determined that accommodated testing\* is a reasonable accommodation based on documentation provided to SAS, the following steps should be followed:

1. The student must complete the [Accommodation Request Form](#) prior to the start of each semester.
2. Prior to a scheduled exam/quiz the student will schedule an appointment via email or in person at a [CCBC Testing Center](#).

NOTE: Not all Testing Centers offer reduced distractions. The [Testing Center](#) will confirm email appointments with a return email.

If your approved accommodations include an interpreter, reader, scribe, or assistive technology, you must also contact the SAS office on the campus where you are registered providing adequate advance notice of your scheduled appointment.

When scheduling please provide the following required information:

- Name and CCBC ID number
  - Date and time of the test
  - Course number
  - Name of instructor Requested approved testing accommodations (to be verified)
  - The amount of time given to the class to complete the exam (if eligible for reduced distractions)
3. Please note that Reduced Distractions as an accommodation does not necessarily mean that the student will be in a room by himself. Depending on the type of tests, limited rooms may make it necessary to schedule more than one student in a room. Earplugs will be provided.
  4. Tests should be scheduled as close to class times as possible based on a student's class schedule and, when necessary, based on the schedule of SAS

staff. This must be done at least one week before a scheduled exam. Test may be scheduled for the entire semester using your class syllabus.

5. The student should notify the instructor of the location, date, and time of the scheduled appointment so that the instructor can deliver the test to the correct center.
6. The student should arrive promptly at the Testing Center with all necessary material(s), including a photo I.D. card. Students must take tests at the scheduled time.
7. The SAS Office and Testing Center cannot be responsible for last minute testing arrangements when the student fails to schedule tests according to the guidelines as outlined above.
8. Students must abide by the CCBC Code of Academic Integrity and must follow Testing Center procedures; failure to do so may jeopardize access to testing accommodations.

*\*Accommodated testing may consist of extended time (usually time and a half); reduced distractions, reader/Kurzweil, scribe, tests in alternate format, use of a calculator, use of a computer, or large print/CCTV.*

# Grievance Procedure for Students with Disabilities

CCBC has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging violation of the American with Disabilities Act as Amended (ADAAA) and/or Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S. Co 794). Section 504 states, in part, that "no otherwise qualified individual with a disability...shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Students who have worked with a Student Accessibility Services Counselor should first attempt to resolve any accommodation problems by discussion with their Counselor and instructors, as appropriate.

For purposes of this student grievance procedure, the term "violation" includes an allegation from a student that the accommodation offered by the College is inadequate. The student who believes a violation has occurred should attempt to resolve the issue by contacting the Director of Student Accessibility Services at 443.840.3832. The director will attempt to mediate the issue and, if unsuccessful in that attempt, shall provide the student with a copy of this 504/ADA Student Grievance Procedure.

Complaints filed under this internal grievance procedure must be in writing and delivered in person or by mail to the Dean of Student Development. Contact information is available from the Dean's office at 443.840.4210.

1. A complaint must be filed in writing, contain the name, address and phone number of the student filing it, and briefly describe the alleged violation of the regulations.
2. A complaint must be filed within 30 days after the student, the SAS Counselor and Director are unable to resolve an alleged violation.
3. If the violation is based on inadequate accommodation, the complaint shall contain examples of what accommodation the student deems adequate. Individuals have the opportunity to present witnesses and evidence of the alleged violation.
4. The Dean of Student Development shall determine whether the complaint warrants further investigation. If further investigation is warranted the Dean will conduct the investigation.
5. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the Dean of

Student Development and a copy forwarded to the student no later than 45 days after the complaint was filed.

6. Files and records relating to complaints will be maintained in the office of the Dean of Student Development. State and federal laws regarding confidentiality will be upheld.
7. The student may appeal the final determination of the Dean of Student Development. The appeal should be made, in writing, to the Provost & Vice President of Academic and Student Affairs within 15 days of receipt of the final determination. Contact information may be obtained by calling 443.840.4081.
8. The Community College of Baltimore County encourages individuals to use the “internal grievance procedure” outlined above for resolution of their concerns. However, individuals also have the right to file civil rights complaints with appropriate external agencies. No retaliation will be taken against a person for filing a complaint with an external agency dealing with Section 504 or ADA complaints.
9. These procedures will be construed to protect the substantive rights of interested persons, meet appropriate due process standards and assure that the Community College of Baltimore County complies with the ADA, Section 504 and their implementing regulations.

# Student Accessibility Services - Alternate Format Materials

The Student Accessibility Services (SAS) is able to provide materials in an alternate format to eligible students with qualifying disabilities. Various formats can be made available.

Provision of alternate format materials is dependent on documentation of disability. Students are responsible for requesting alternative formats for textbooks that they will need. Please be aware that alternative format production can take several weeks, therefore, be sure to follow the procedure below.

## Requesting Materials in an Alternate Format

To receive course materials in an alternate format students must first be registered with Student Accessibility Services and must be approved for the use of this accommodation. The following steps detail the process for requesting materials in alternate format:

1. During the intake meeting the SAS counselor will review the student documentation to determine which alternative formats best provide them access.
2. Students will be required to purchase their textbooks and provide an original receipt to the SAS office Staff.

Students who qualify for this accommodation are strongly encouraged to obtain memberships with [Bookshare](#).

Student Accessibility Services will make every effort to provide the format the student prefers; however, we cannot guarantee that the preferred format will be available. In this case, an effective alternative can be provided.

## Alternate Format Procedure

Submit requests as early as possible prior to each term start date. Students may schedule a meeting with their SAS counselor for assistance with submitting their requests. Contact SAS as soon as possible if any issues arise regarding this accommodation (e.g., difficulty accessing your materials).

Requests that are submitted after the beginning of a semester will be processed within five business days of submission.

1. Determine which books/materials need to be requested for each class. Students may obtain book information for each class by accessing [BARNES & NOBLE at CCBC](#).
2. Students are also encouraged to contact their faculty members directly regarding required texts.

3. Provide original proof of purchase of each book requested (receipt, e-mail confirmation, etc.) to SAS prior to receiving materials. Proof of purchase can be submitted to SAS by e-mailing [studentaccessibility@ccbcmd.edu](mailto:studentaccessibility@ccbcmd.edu) .
4. SAS will then attempt to obtain the alternate format of the text from publishers. When this is not available, SAS will begin in-house conversion which may take some time. In order to complete an in-house conversion, students may be asked to provide their physical textbook(s) to SAS staff and/or leave their textbook(s) at SAS for a few days. Any textbooks provided for this purpose must be owned by the student, as the conversion process necessitates removing the pages from a book's binding, scanning the pages, and then rebinding the book.
5. Materials will be shared with students electronically. Students will be emailed instructions on how to download or access their materials.

# Student Accessibility Services - Interpreter Services

CCBC strives to provide high quality service to students who are deaf or hard of hearing who request sign language interpreters.

## Procedure for requesting interpreter or transcription services

The following procedures have been established to assist Student Accessibility Services (SAS) in providing the best services:

1. Students should register for classes as early as possible, providing SAS with a copy of their schedule on the [Accommodation Request Form](#) each semester.
  - If a schedule change is made, it must be reported to SAS as soon as possible since it may take up to 5 business days to arrange for an interpreter. You will not receive services if you do not complete this form every semester.
  - If you drop or stop attending a class or withdraw from the college without notifying our office, your services for the current and future semesters may be suspended until you meet with your counselor.
2. Students must inform SAS as soon as possible if a class is canceled or if they will be late or plans to miss a class. If you are absent or if you provide less than 48 hours' notice for a cancellation of a scheduled appointment three times in one semester, your services may be suspended until you meet with your counselor.
3. Students should discuss with the interpreters how to contact them in case of last minute changes to schedules. If you plan to be late for a class or an appointment, please contact the SAS office and the interpreter to let them know. Your interpreter/transcriptionist will wait twenty minutes for you outside of your classroom or appointment location. If you do not arrive and the interpreter/transcriptionist has not heard from you or our office, the interpreter/transcriptionist is free to leave.
4. Students requesting additional interpreter services for campus appointments, activities, meetings or tutoring sessions must contact SAS directly at least five business days in advance to allow time for arrangements to be made.
5. If you are having a problem with your interpreter, please try to solve it first with the interpreter. If that doesn't work out, please contact your counselor for assistance with the issue.
6. SAS reserves the right to monitor a student's and interpreter's attendance through communication with an instructor.

# Service Animal Guidelines

Service animals are trained to assist people with disabilities in the activities of independent living.

The Americans with Disabilities Act, amended (ADAAA, 2009) defines service animals as any dogs or miniature horses that are individually trained to perform work or tasks for the benefit of an individual with a disability. This includes, but is not limited to, physical, sensory, psychiatric, and intellectual disabilities. A service animal does not have to be licensed or certified by a state or local government or a training program. Federal, state, and local laws require that a modification be made to a “No Pet” policy to permit the use of a service animal by an individual with a disability, unless doing so would result in an unreasonable financial or administrative burden.

A person with a disability may use a service animal as an auxiliary aid. Service animals are not considered pets and do not need to wear special identification, tags, harnesses, or capes. However, the animal must be leashed at all times while on campus.

For more information, please contact: Student Accessibility Services Office at 443.840.1741 or the appropriate campus Student Accessibility Services Office.

## Eligibility

In determining whether an animal qualifies as a service animal, CCBC employees may ask:

1. Whether the animal is required due to a disability
2. What specific work or tasks the animal has been trained to perform

Animals that provide assistance or emotional support to a person with a disability but are not individually trained for the purpose of providing access to the educational environment do not meet the definition of service animal. These animals are considered to be comfort, assistance, or support animals, and they are generally not permitted. Determination of eligibility for the accommodation of a comfort animal will be considered on a case-by-case basis based on the documentation provided by the student.

## Supervision of service and comfort animals

A service or comfort animal must be supervised, and the handler must retain full control of the animal at all times. If a service or comfort animal is unruly, disruptive (barking, biting, jumping on people, urinating, or defecating, etc.) or if the handler is lacking control, a Public Safety Officer may request that the handler remove the animal from the area until the handler can regain control. If the improper behavior continues or happens repeatedly, the handler will be asked to take significant steps to mitigate the animal's behavior. The handler is responsible for all costs related to damages created by the

service or comfort animal. Costs include fees for clean-up and disposal of animal waste or replacement and repair of college property. If the animal is removed, the individual with a disability shall be given the opportunity to participate in the service, program, or activity without the service or comfort animal.

### **Guidelines for service animals on campus**

- The college will permit a service animal to accompany the individual with a disability to all areas of the campuses unless its presence or behavior creates a fundamental alteration or direct threat to safety. An individual with a service animal shall be included in all college activities.
- In determining whether an animal qualifies as a service animal, college employees may only ask whether the animal is required due to a disability and what specific work or tasks the animal has been trained to perform.
- Touching and distracting the service animal should be avoided. Petting a service animal when the animal is working distracts the animal from the task at hand.
- The service animal should not be fed by anyone other than the handler because the animal may have specific dietary requirements. Unusual food or food at an unexpected time may cause the animal to become ill.
- Individuals using a service animal are expected to maintain the animal's cleanliness and hygiene, in consideration of others in the campus community.
- Startling the animal or trying to separate a service animal from the handler is prohibited.
- Service animals are restricted to dogs and miniature horses.

### **Miniature horses as service animals**

The ADA includes miniature horses as service animals. In compliance with ADA, CCBC shall make reasonable modifications to permit the use of a miniature horse if the horse has been trained to work or perform a task.

This decision should be based on the following assessment factors:

1. Type, size, and weight of horse and whether facility can accommodate them.
2. Whether the individual has sufficient control of the animal.
3. If the horse is housebroken.
4. If the horse will compromise legitimate safety requirements for safe operation of the facility.

# Tuition Waiver for Students with Disabilities

House Bill (HB) 104 enacted by the 2011 Maryland General Assembly redefines the tuition waiver for students with disabilities as those out of the workforce by reason of total and permanent disability and entering community colleges. HB 104 supersedes previous legislation and proposes significant changes to Section 16-106c of the Education Article, [Annotated Code of Maryland](#).

## Eligibility

- Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, Railroad Retirement Act, or in the case of former federal employees, Office of Personnel Management.
- Enroll in a community college class that has at least 10 regularly enrolled students.
- Apply for financial aid.
- Individuals receiving SSI or SSDI benefits as a dependent or survivor of a disabled beneficiary do not qualify for this waiver.

## Steps to apply for the tuition waiver

1. Complete the [Free Application for Federal Student Aid \(FAFSA\)](#) online and include CCBC's school code of 002063. It can take up to 1 week before the Financial Aid Office has your information.
2. Access a copy of your Social Security Administration (SSA) Benefit Verification letter [online](#) or provide the most recent benefits letter received via mail.
3. Submit the benefit letter via [email to the Registrar's Office](#).

**Please note:** Each academic year requires a new SSA Verification of Benefits letter. This must be renewed every August, prior to the start of the Fall semester only.

## Limitations

- Any awarded grants and scholarships will be applied first to pay the student's tuition. The waiver will only be applied, if grants and scholarships do not cover the student's full semester tuition charge. This does not pertain to federal loans or work study funding.
- The waiver does not cover any fees.

- The waiver does not apply to continuing education courses that are considered non-credit.
- Students may have up to 12 credit hours covered by the waiver each semester.
- CCBC reserves the right to discontinue the waiver for a student enrolling in a course with less than 10 regularly enrolled students.

# Social Security Tuition Waiver

House Bill (HB) 104 enacted by the 2011 Maryland General Assembly redefines the tuition waiver for students with disabilities as those out of the workforce by reason of total and permanent disability and entering community colleges. HB 104 supersedes previous legislation and proposes significant changes to Section 16-106c of the Education Article, [Annotated Code of Maryland](#).

## Eligibility

- Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, Railroad Retirement Act, or in the case of former federal employees, Office of Personnel Management.
- Enroll in a community college class that has at least 10 regularly enrolled students.
- Apply for financial aid.
- Individuals receiving SSI or SSDI benefits as a dependent or survivor of a disabled beneficiary do not qualify for this waiver.

## Steps to apply for the tuition waiver

1. Complete the [Free Application for Federal Student Aid \(FAFSA\)](#) online and include CCBC's school code of 002063. It can take up to 1 week before the Financial Aid Office has your information.
2. Access a copy of your Social Security Administration (SSA) Benefit Verification letter [online](#) or provide the most recent benefits letter received via mail.
3. Submit the benefit letter via [email to the Registrar's Office](#)

Please note: Each academic year requires a new SSA Verification of Benefits letter. This must be renewed every August, prior to the start of the Fall semester.

## Limitations

- Any awarded grants and scholarships will be applied first to pay the student's tuition. The waiver will only be applied, if grants and scholarships do not cover the student's full semester tuition charge. This does not pertain to federal loans or work study funding.
- The waiver does not cover any fees.
- The waiver does not apply to continuing education courses that are considered non-credit.
- Students may have up to 12 credit hours covered by the waiver each semester.
- CCBC reserves the right to discontinue the waiver for a student enrolling in a course with less than 10 regularly enrolled students.

## **Contact Information**

CCBC Catonsville  
Student Services Center  
Room 166  
443.840.5617

CCBC Dundalk  
Student Services Center  
Room 102  
443.840.3774

CCBC Essex  
Student Services Center  
Room 133-135  
443.840.1741