

**Lakeland**  
COMMUNITY COLLEGE

STUDENT ACCOMMODATION  
CENTER

**Handbook  
for  
Students  
with  
Disabilities**

Fourth Edition

# Table of Contents

|                           |   |
|---------------------------|---|
| Purpose of Handbook ..... | 3 |
| Campus Map .....          | 4 |

## **Introduction**

|   |     |
|---|-----|
| Lakeland Community College Mission Statement .....        | 6   |
| Approach to Working With Students with Disabilities ..... | 7   |
| Legal Guidelines .....                                    | 8-9 |
| Section 504 of the Rehabilitation Act of 1973 .....       | 10  |
| The Americans with Disabilities Act (ADA) .....           | 11  |

## **Chapter 1**

|  |       |
|--|-------|
| Welcome to College .....   | 13    |
| a. Differences between high school and college requirements.....                                 | 14-15 |
| b. Legal differences between IDEA,<br>Sec 504 of the Rehabilitation Act of 1973 and the ADA..... | 16    |

## **Chapter 2**

|   |       |
|---|-------|
| About the Services of the Student Accommodation Center..... | 18    |
| a. Active Roster .....                                      | 18    |
| b. Services .....   | 19    |
| c. Confidentiality .....                                    | 19    |
| d. Determining Accommodations .....                         | 20    |
| e. Procedures .....   | 21-22 |

## **Chapter 3**

|  |    |
|--|----|
| Student and Faculty Responsibilities ..... | 24 |
| a. Students .....                          | 24 |
| b. Faculty .....                           | 24 |

## **Appendix A**

|  |    |
|--|----|
| Student Responsibility Checklist ..... | 26 |
|--|----|

## **Appendix B**

|   |    |
|---|----|
| Forms   |    |
| a. Student Accommodation Center Initial Interview/Chat..... | 28 |
| b. Student Authorization for Release of Information.....    | 29 |
| c. Agency Release of Information.....                       | 30 |
| d. Accommodation Announcement letter.....                   | 31 |
| e. Student accommodation letter.....                        | 32 |

## LAKELAND COMMUNITY COLLEGE HANDBOOK FOR STUDENTS WITH DISABILITIES

The purpose of this handbook is to provide students, faculty and others with information regarding the services available to those attending college who have documented disabilities that substantially limit one or more of their major life activities.

Although it is not intended to be all inclusive, this handbook will serve as a guideline to recommended protocols when individual concerns arise. The Student Accommodation Center (SAC) welcomes any feedback regarding the clarity and utility of this handbook. Please feel free to offer suggestions for future revisions.

Lakeland Community College is committed to providing persons with disabilities the opportunity to enhance their education. A positive educational experience can be accomplished by promoting independence in an environment which provides equal access to learning. The Student Accommodation Center works to provide the means for "otherwise qualified" students to overcome their disabilities by offering opportunities for academic accommodations and services which promote a smooth transition to higher education.

If you have any questions regarding Lakeland's policies and procedures relating to persons with disabilities please contact the SAC at 440.525.7020, office number A-1042.

# MAIN CAMPUS MAP

## Building A

### Basement:

Police/Security

### First Floor:

Admissions  
Bookstore  
Career Services  
Cashier  
Computer Lab  
Continuing Education Office  
Counseling Center  
Faculty/Staff Dining Room  
Financial Aid  
Learning Center/Men's Center  
Registration  
Transfer Center

### Second Floor:

Business Services  
Center for Learning Innovation (A-2100)  
Classrooms  
Human Resources  
Part-time Faculty Offices

### Third Floor:

Classrooms  
Greenhouse  
Math Computer Lab  
Observatory  
Science Labs  
Science Storeroom

## Building B

### First Floor:

Academic and Student Affairs  
Arts & Humanities Division  
Cleveland State University Partnership Office  
College Tech Prep  
Community Development & Outreach/  
Women's Center  
Workforce Development

### Second Floor:

Faculty Offices

### Third Floor:

Faculty Offices

## Building C

### Basement:

Copy Center  
Graphics  
Facilities Management Offices

### First Floor:

Auditorium (C-1075)  
Instructional Data Processing Center  
Music Labs & Band Room  
Piano Lab & Practice Rooms

### Second Floor:

Administrative Technologies  
Classrooms  
Faculty Offices  
Graphics Studio  
Help Desk  
Lakeland Cable Network  
The Lakeland Foundation  
Library Offices  
Social Science & Public Services Division

### Third Floor:

Classrooms  
Library

### Fourth Floor:

Art Studios

## Building D

### Ground Floor:

Photography Labs

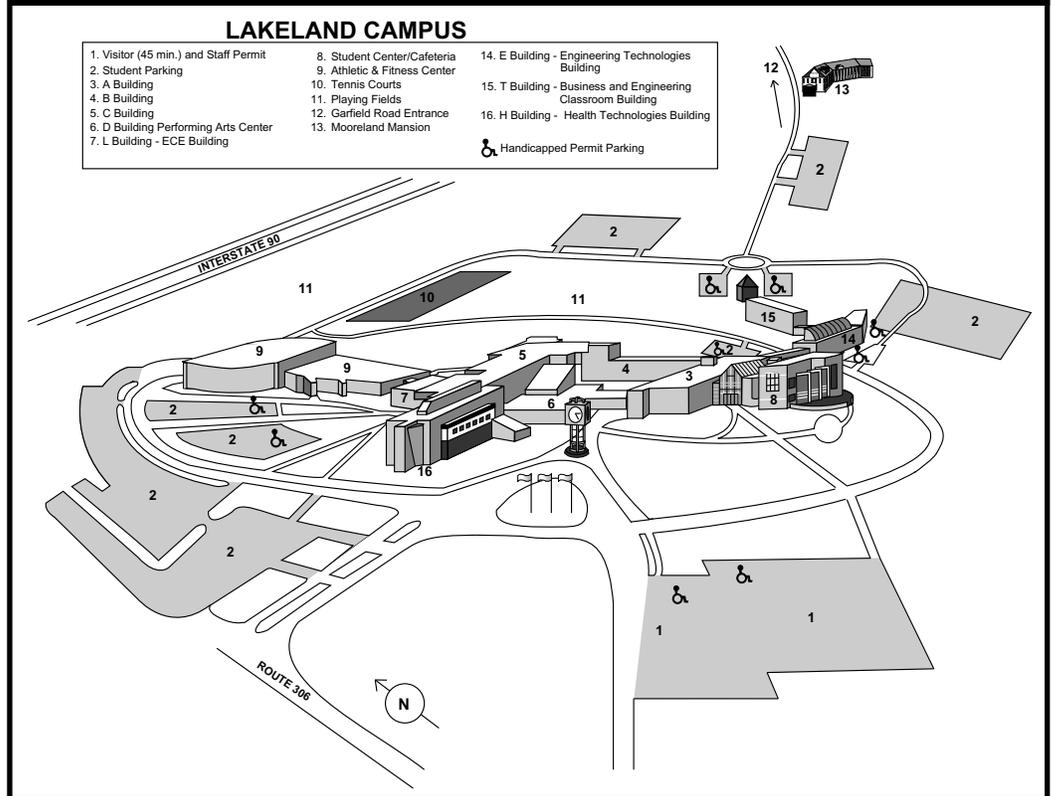
### First Floor:

Art Gallery  
Box Office  
Performing Arts Center

### Second Floor:

Board Room  
President's Office

## Main Campus Map



## Building E

### East Wing:

Civil, Computer Integrated  
Manufacturing & Mechanical  
Engineering Technologies,  
Woodworking Technology  
Coffee Breakers II  
Industrial Skills Training Center

### West Wing, First Floor:

Electronic Engineering Technology; Cisco

### West Wing, Second Floor:

Mathematics & Engineering Technology  
Division  
Drafting & Design, CAD Labs

## Building H

### Ground Floor:

Dental Hygiene Clinic  
Dental Hygiene Lab  
Respiratory Therapy Lab

### First Floor:

Auditoriums (H-101 and H-1095)  
Classrooms  
Coffee Breakers III  
Health/Science Learning Resource  
Center  
Health Information Management  
Technology Lab  
Medical Assisting Lab  
Surgical Technology Perioperative  
Learning Lab

### Second Floor:

Biotechnology Science Lab  
Histotechnology Lab  
Medical Laboratory Technology Lab  
Nursing Skills Lab  
Radiologic Technology Lab

### Third Floor:

Faculty Offices  
Science & Health Division

## Building L

### Ground Floor:

Child Minders  
Teaching/Learning Center

### First Floor:

Athletic Offices  
Early Childhood Education

## Building S

### Ground Floor:

First-Aid Department  
Shipping and Receiving

### First Floor:

Breakers Dining Hall  
Event Services & Campus Dining  
Student Center Atrium Art Gallery

### Second Floor:

Campus Activities Board  
Lakeland Student Government  
The Lakelander  
Student Activities  
Student Clubs & Organizations  
Student Development Office  
Student Study Area  
WLCC Radio Station

## Building T

### First Floor:

Auditorium (T-129)  
Business Division Office  
Business & Engineering Faculty Offices  
Business & Industry Seminar Room  
Classrooms  
Part-time Faculty Office  
Study Lounge

### Second Floor:

Classrooms  
Computer Classroom

### Third Floor:

Classrooms  
Computer Classrooms

## Building Y

### First Floor:

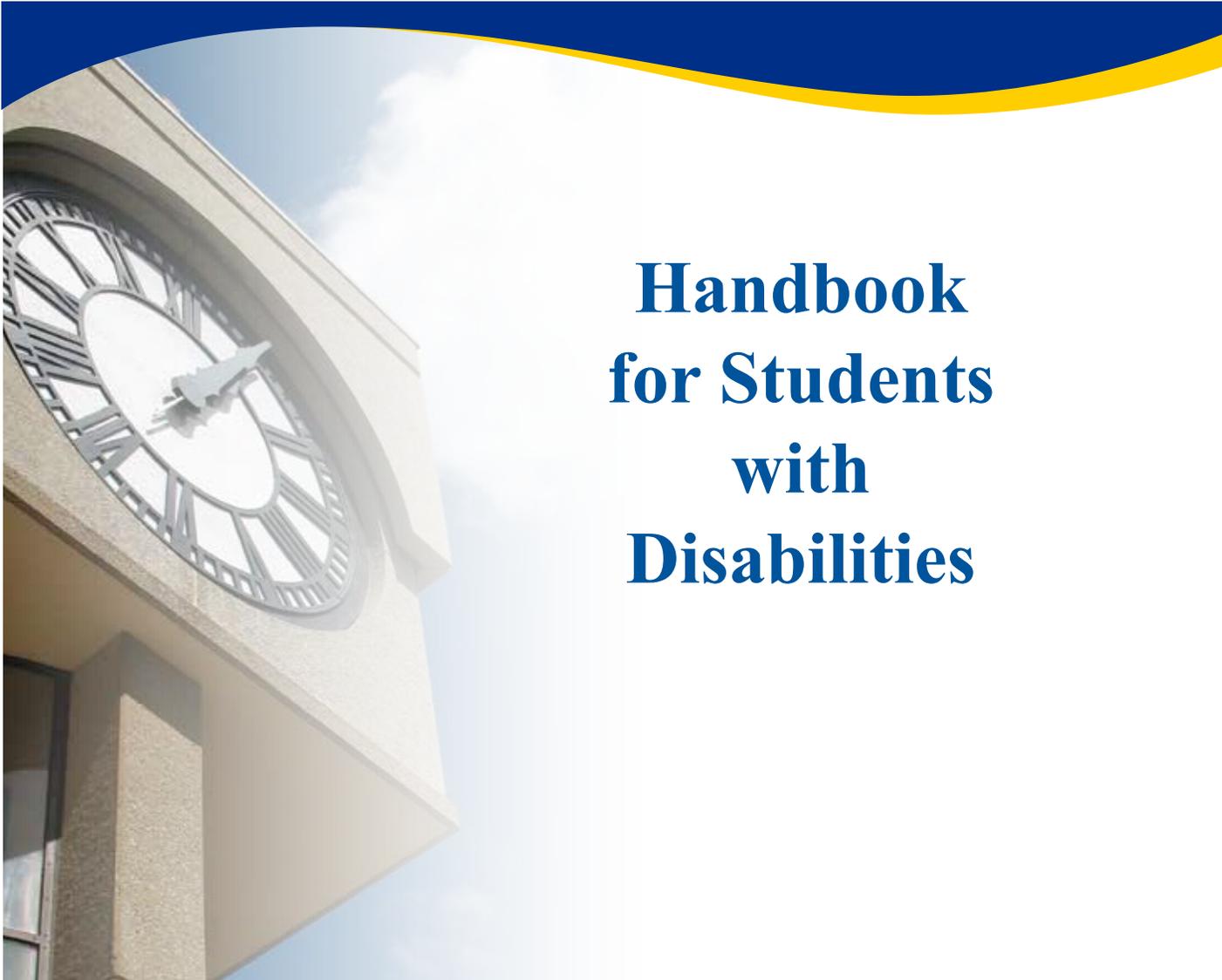
Auxiliary Gym  
Classrooms  
Dance Room  
Family Locker Room  
Food Service Area  
Locker/Shower Rooms  
Main Gym  
Multipurpose Gym  
Multipurpose Room  
Racquetball/Handball Courts  
Saunas  
Self-Defense Room  
Steam Rooms  
Training Room  
Welcome Center Desk

### Second Floor:

Cardio Fitness Area  
Fitness Center - Nautilus  
Press Box  
Running Track  
Weight Room

## Outdoor Facilities

Baseball Field  
Soccer Field  
Softball Field  
Tennis Courts



# **Handbook for Students with Disabilities**

## **Introduction**

**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

## **LAKELAND COMMUNITY COLLEGE MISSION STATEMENT**

To provide quality learning opportunities to meet the social and economic needs of the community.

## **STUDENT ACCOMMODATION CENTER MISSION STATEMENT**

To remain in compliance with applicable laws and to offer students with documented disabilities reasonable accommodations which provide access to all of Lakeland's programs, classes and activities. Each accommodation is tailored to meet the needs of the individual student. The Student Accommodation Center recognizes each student's right to be treated with dignity and respect and encourages students to move toward increasing independence and responsibility in their academic life.

## **STUDENT ACCOMMODATION CENTER APPROACH TO WORKING WITH STUDENTS WITH DISABILITIES**

The Student Accommodation Center is committed to:

1. Conforming to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities.
2. Providing services that comply with external and internal policies and laws to qualified students through the SAC.
3. Upholding academic standards in the context of these policies and services.
4. Assisting qualified students with disabilities in obtaining reasonable accommodations.
5. Maintaining legally appropriate confidentiality for students with disabilities.

## LEGAL GUIDELINES

Lakeland Community College is subject to the requirements of Section 504 and Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as amended, due to its status as a public entity. Title II of the ADA prohibits discrimination against qualified individuals with disabilities with regard to the services, programs and activities offered by the institution.

### **Definition of Disability**

A person with a disability is one who has a physical or mental condition which substantially limits one or more major life activities or has a record of such a condition or is regarded as having such a condition by a prudent person.

**A physical disability** is a physical condition, anatomic loss, or cosmetic disfigurement which was caused by bodily injury, birth defect or illness.

**A mental disability** includes developmental disabilities such as mental retardation, autism, or any other neurological conditions; an organic or mental condition that has substantial adverse effects on an individual's cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual including any mental or psychological disorder such as a head injury; emotional or mental illness; and specific learning disabilities.

**Major life activity** may include: caring for oneself, walking, seeing, hearing, speaking, working or learning.

### **Applicable Laws**

With regard to students who identify themselves as having a disability, Lakeland Community College adheres to the laws established by Section 504 and 508 of the Rehabilitation Act of 1973 and the ADA when providing support services to students with disabilities.

**The Rehabilitation Act of 1973** prohibits discrimination on the basis of disability in programs run by federal agencies; programs that receive federal financial assistance. Like the ADA, the Rehab Act has several sections.

**Section 504 of the Rehabilitation Act of 1973** prohibits discrimination based on disability in any program or activity operated by recipients of federal funds. It states, "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his 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..."

**Section 508 of the Rehabilitation Act of 1973** requires federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public. An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense of ability of the user. For example, a system that provides output only in visual format may not be accessible to people who are blind or have low vision and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may also need accessibility related software or peripheral devices in order to use systems that comply with Section 508.

**Title II of the Americans with Disabilities Act of 1990 (ADA)** prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states: "(N)o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

The ADA calls for "reasonable modifications" in accommodations of such persons. If reasonable modifications are not evident, effort must be made to look for accommodations. Those accommodations resulting in an "undue burden" or "significant difficulty or expense" are not required by the ADA. A faculty member would be expected to consult with the Student Accommodation Center before denying an accommodation. On the other hand the faculty member has the right to determine if an identified accommodation "fundamentally alters" the course and can suggest an alternative accommodation.

## SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, 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." Article (2)(A) includes ". . . a college, university, or other postsecondary institution, or a public system of higher education." This law is intended to provide students with disabilities with an equal opportunity to access education and specifically address a variety of issues that may disadvantage students with disabilities. For example, the law covers modification of degrees and courses; testing formats and evaluation techniques; use of special equipment; note takers and interpreters; provision of assistance with admission policies; and individual counseling in areas of personal, career and academic advising.

Section 504 had been in existence prior to the signing of the Americans with Disabilities Act (1990). It applies to a person who has a disability that substantially limits his/her functioning in a major life activity (see page 9 for definition). It does not, however, dilute the level or amount of material expected to be learned in any given course. The purpose is to ensure that materials are provided in a form that gives a student with a disability a reasonable opportunity to obtain information in a course by removing or effectively reducing barriers to the educational process.

## THE AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA), public law 101-336, was enacted on July 26, 1990, "to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities." This federal legislation requires equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services.

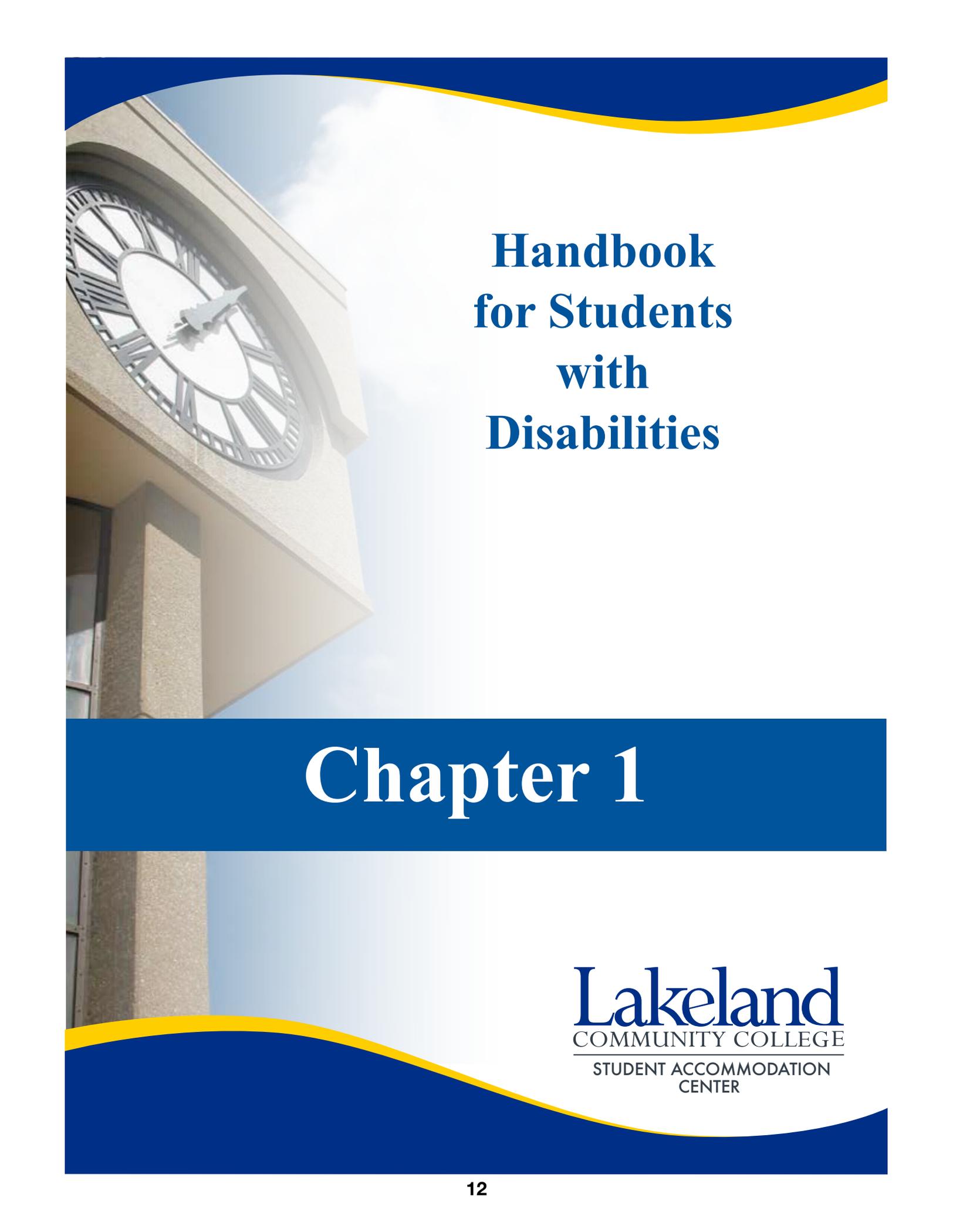
The five sections of the act cover the areas of:

1. Employment
2. Public accommodation
3. Transportation
4. State and local government operation (Lakeland Community College)
5. Telecommunications

The scope of this law affects the college in many areas. These areas include but are not limited to:

1. "All government facilities, services and communications must be accessible, consistent with the requirements of Section 504 of the Rehabilitation Act of 1973."
2. "Reasonable changes in policies, practices and procedures must be made to avoid discrimination."
3. "Public accommodations may not discriminate on the basis of disability..."
4. "Physical barriers" in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be implemented.
5. "Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result."

The ADA act calls for "reasonable modifications" in accommodation of such persons. If reasonable modifications are not evident, effort must be made to look for accommodations. Those accommodations resulting in an "undue burden" or "significant difficulty or expense" are not required by the ADA. A faculty member would be expected to consult with the counselors for students with disabilities before concluding that a requested modification could not be provided. On the other hand, the faculty member has the right to determine if an identified accommodation "fundamentally alters" the course and can suggest an alternative accommodation.



# Handbook for Students with Disabilities

## Chapter 1

**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

## WELCOME TO COLLEGE

*As you embark on the next educational level of your life, there are some facts you should know to better prepare you for the journey. The next three pages are provided to give you some idea as to the differences between high school and college. In addition to the transition that all students must make from the expectations of high school to those of college (summarized on page 17), persons with disabilities experience a radical shift in resources and responsibilities caused by the change in relevant law (summarized on pp. 10-11).*

*HAPPY TRAILS!*

*AL*

## DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE REQUIREMENTS

|                   | <i>High School</i>   | <i>College</i>  |
|-------------------|--|---|
| <b>CLASS TIME</b> | 6 hours per day, 180 days<br>Total? 1,080 hours!   | 12 hours per week, 28 weeks<br>Total? 336 hours!  |
| <b>STUDY TIME</b> | Whatever it takes to do your homework! 1-2 hours per day?  | Rule of thumb: 2 hours of study for 1 hour of class. 3-4 hours per day?   |
| <b>TESTS</b>      | Weekly; at the end of a chapter, frequent quizzes  | 2-4 per semester; at the end of a four-chapter unit; at 8:00 a.m. on the Monday after Homecoming!   |
| <b>GRADES</b>     | Passing grades guarantee you a seat!   | Satisfactory academic standing = C's or above!  |
| <b>TEACHERS</b>   | Often take attendance<br>May check your notebooks<br>Put information on the blackboard<br>Impart knowledge and facts | Rarely teach you the textbook<br>Often lecture nonstop<br>Require library research<br>Challenge you to think<br>Have individual attendance policies |
| <b>FREEDOM</b>    | Structured defines it most of the time!<br>Limits are set: by parents, by teachers or by other adults                | The single greatest problem most college students face!<br>Should I go to class?<br>Should I plan on 4, 5, 6, or 10 hours of sleep?                 |

**Source:**

From Promoting Postsecondary Education for Students with Learning Disabilities: A Handbook for Practitioners, By Loring C. Brinkerhoff, Stan F. Shaw and Joan M. McGuire, 1993, page 6. Reprinted with permission.

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)-  
SECTION 504 OF THE REHABILITATION ACT OF 1973  
AND THE AMERICANS WITH DISABILITIES ACT (ADA)  
COMPARISON**

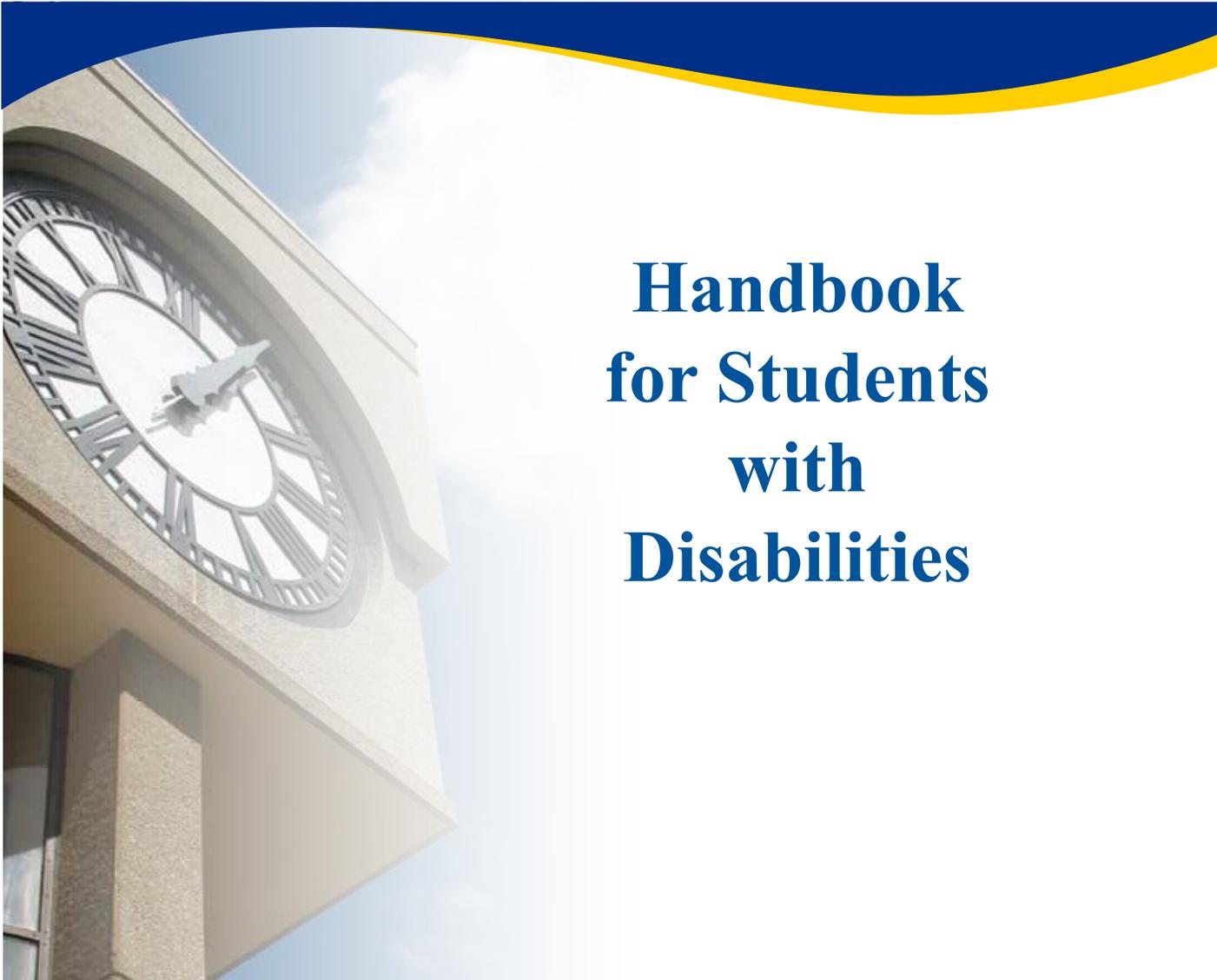
|                               | <b>The IDEA</b>  | <b>Section 504</b>   | <b>The ADA</b>  |
|-------------------------------|--|--|---|
| <b>MISSION</b>                | To provide a free, appropriate, public education (FAPE) in the least restrictive environment.  | To provide persons with disabilities, to the maximum extent possible, the opportunity to be fully integrated into mainstream American life.  | To provide all persons with disabilities broader coverage than Section 504 in all aspects of discrimination law.  |
| <b>SCOPE</b>                  | Applies to public schools.   | Applies to any program or activity that is receiving federal financial assistance.   | Applies to public or private employment, transportation accommodations, and telecommunications regardless of whether federal funding is received.                     |
| <b>COVERAGE</b>               | Only those who are educationally disabled, in that they require special education services, ages 3-21 years.                               | All qualified persons with disabilities regardless of whether special education services are required in public elementary, secondary, or postsecondary settings.  | All qualified persons with disabilities, and qualified nondisabled persons related to or associated with a person with a disability.                                  |
| <b>DISABILITY DEFINED</b>     | A listing of disabilities is provided in the act, including specific learning disabilities.  | No listing of disabilities provided, but inclusionary criteria of any physical or mental impairment that substantially limits one or more major life activities, having a record of such an impairment, or being regarded as having an impairment. | No listing of disabilities provided. Same criteria as found in Section 504. HIV status and contagious and noncontagious diseases recently included.                   |
| <b>IDENTIFICATION PROCESS</b> | Responsibility of school district to identify through "Child Find" and evaluate at no expense to parent or individual.                     | Responsibility of individual with the disability to self-identify and to provide documentation. Cost of the evaluation must be assumed by the individual, not the institution.   | Same as Section 504.  |
| <b>SERVICE DELIVERY</b>       | Special education services and auxiliary aids must be mandated by Child Study Team and stipulated in the Individualized Education Program. | Services, auxiliary aids and academic adjustments may be provided in the regular education setting. Arranged for by the special education coordinator or disabled student services provider.   | Services, auxiliary aids and accommodations arranged for by the designated ADA coordinator requires that accommodations do not pose an "undue hardship" to employers. |

## COMPARISON OF IDEA - SECTION 504 AND THE ADA

|                           | <b>The IDEA</b>  | <b>Section 504</b>  | <b>The ADA</b>  |
|---------------------------|--|---|---|
| <b>FUNDING</b>            | Federal funds are conditional to compliance with IDEA regulations.   | No authorization for funding attached to this Civil Rights statute.   | Same as Section 504.  |
| <b>ENFORCEMENT AGENCY</b> | Office of Special Education and Rehabilitative Services in U.S. Department of Education.                                     | The Office for Civil Rights (OCR) in the U.S. Department of Education.  | Primarily the U.S. Department of Justice, in conjunction with the Equal Employment Opportunity Commission and Federal Communications Commission.<br>May overlap with OCR. |
| <b>REMEDIES</b>           | Reimbursement by district of school-related expenses is available to parents of children with disabilities to ensure a FAPE. | A private individual may sue a recipient of federal financial assistance to ensure compliance with Section 504. | Same as Section 504 with monetary damages up to \$50,000 for the first violation. Attorney fees and litigation expenses are also recoverable.                             |

**Source:**

From Promoting Postsecondary Education for Students with Learning Disabilities: A Handbook for Practitioners. By Loring Brinkerhoff, Stan F. Shaw and Joan M. McGuire, 1993, page 44-45. Reprinted with permission.



# **Handbook for Students with Disabilities**

## **Chapter 2**

**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

## ABOUT THE SERVICES OF THE STUDENT ACCOMMODATION CENTER

Students may be referred to the SAC by:

- a. Self
- b. Parent
- c. Faculty member
- d. Lakeland psychologist
- e. Medical professional
- f. High school counselor
- g. Friend/other

### **I. Active roster**

A student is considered to be on the active roster only after completing the following steps: complete all office forms, provide current documentation, accept reasonable accommodations, and register for courses. Only students on the “active” roster are ensured their identified accommodations for the applicable academic term. Ideally, students are placed on the active roster after meeting with the SAC during priority registration. The SAC will assist students at any point in their education journey, however, if requests for accommodations are not made in a timely manner there may be a delay in the delivery of those services.

#### **New Students**

- A. Must identify themselves as a person with a disability to the SAC.
- B. Must provide appropriate documentation of their disability.
  1. Documentation includes a diagnosis from a professional in a field related to disabilities that affect learning such as:
    - A. Medical doctors
    - B. Psychiatrists
    - C. Psychologists
    - D. Appropriate representatives of community agencies.
    - E. Other qualified professionals
  2. Documentation includes test scores, other evidence to support the diagnosis, release forms, Individualized Education Plan (IEP), Individualized Transition Plan (ITP), Multifactorial Exam (MFE), Evaluative Team Report (ETR), and any suggested accommodations.
- C. Shall identify appropriate accommodations in consultation with the SAC.

#### **Returning Students**

- A. Must review their accommodations prior to each term, ideally, during priority registration with the SAC.
- B. Will revise or update documentation as needed.

## **II. Services provided to students on the active roster**

Each term, the SAC will coordinate support services for students on the active roster. Although all supports, services and accommodations are provided on a case-by-case basis, frequently provided services may include:

- A. Admissions/registration
  - 1. Pre- and post-admission counseling and orientation.
  - 2. Priority registration.
- B. Classroom
  - 1. Inform faculty of students with documented disabilities in the classroom and suggest accommodations.
  - 2. Coordinate with faculty members to meet special needs while maintaining academic standards.
  - 3. Coordinate classroom requirements with special needs of students.
  - 4. Assist in obtaining access to Recording for the Blind and Dyslexic and other resources as available.
  - 5. Provide sign language interpreter, readers and test proctors when necessary.
  - 6. Provide access to assistive technology as needed.
- C. Collaborative efforts
  - 1. Coordinate services with government agencies.
  - 2. Advocate for accessibility to Lakeland Community College facilities.
  - 3. Serve as a resource to outside public and private agencies.
  - 5. Provide workshops.
  - 6. Promote participation in student activities.

## **III. Confidentiality**

Confidentiality is a concern of many students with disabilities. The SAC maintains a confidential file for each student which includes: relevant documentation, a release form, a general information sheet, all correspondence between student and the SAC, notes of meetings, and any other documents pertinent to the student's full participation as a Lakeland student.

On several occasions, students have requested that the Student Accommodation Center send copies of their documentation to outside institutions. Since we maintain only copies of your documentation, we cannot honor that request because it is the policy of Lakeland Community College to not send copies of copies.

## DETERMINING ACCOMMODATIONS

Although each student at Lakeland Community College is served on an individual basis, there are some fundamental aspects of our procedures that are common to each case. The SAC will spend some time getting to know you. They might ask you about your job, your interests or your family to get started. Some follow-up questions may involve your short and long-term goals. Those will probably include inquiries about your career goals and how Lakeland Community College can help you make progress toward them.

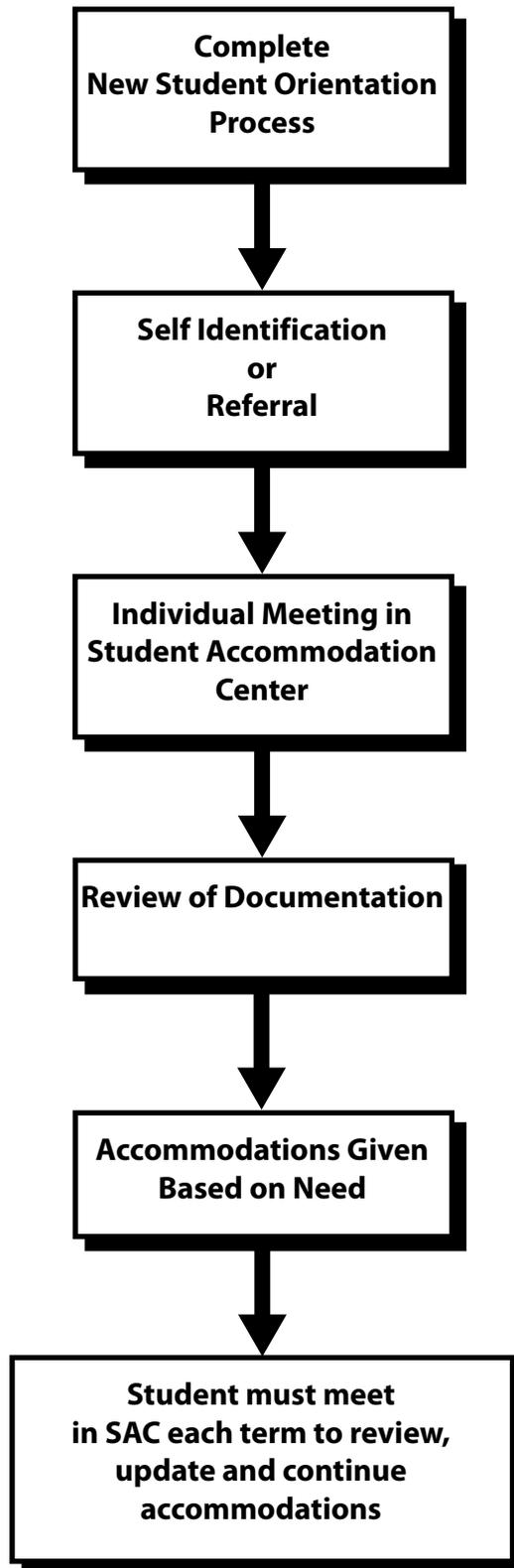
Other information that we find helpful includes the identification of your strengths and weaknesses both in and out of an academic setting. Remember, of course, that weaknesses are not necessarily disabilities. One of our philosophies is that, by taking advantage of your strengths and attempting to improve on your weaknesses, we can begin to lessen the impact of your disability on your academics.

As the conversations progress, the focus will eventually shift to a discussion about your disability. You will be asked to bring in some current documentation that identifies your disability and identifies the barriers to education you may experience as a result. The documentation that you provide must be from a physician, a psychologist or other qualified professional who can provide an appropriate diagnosis.

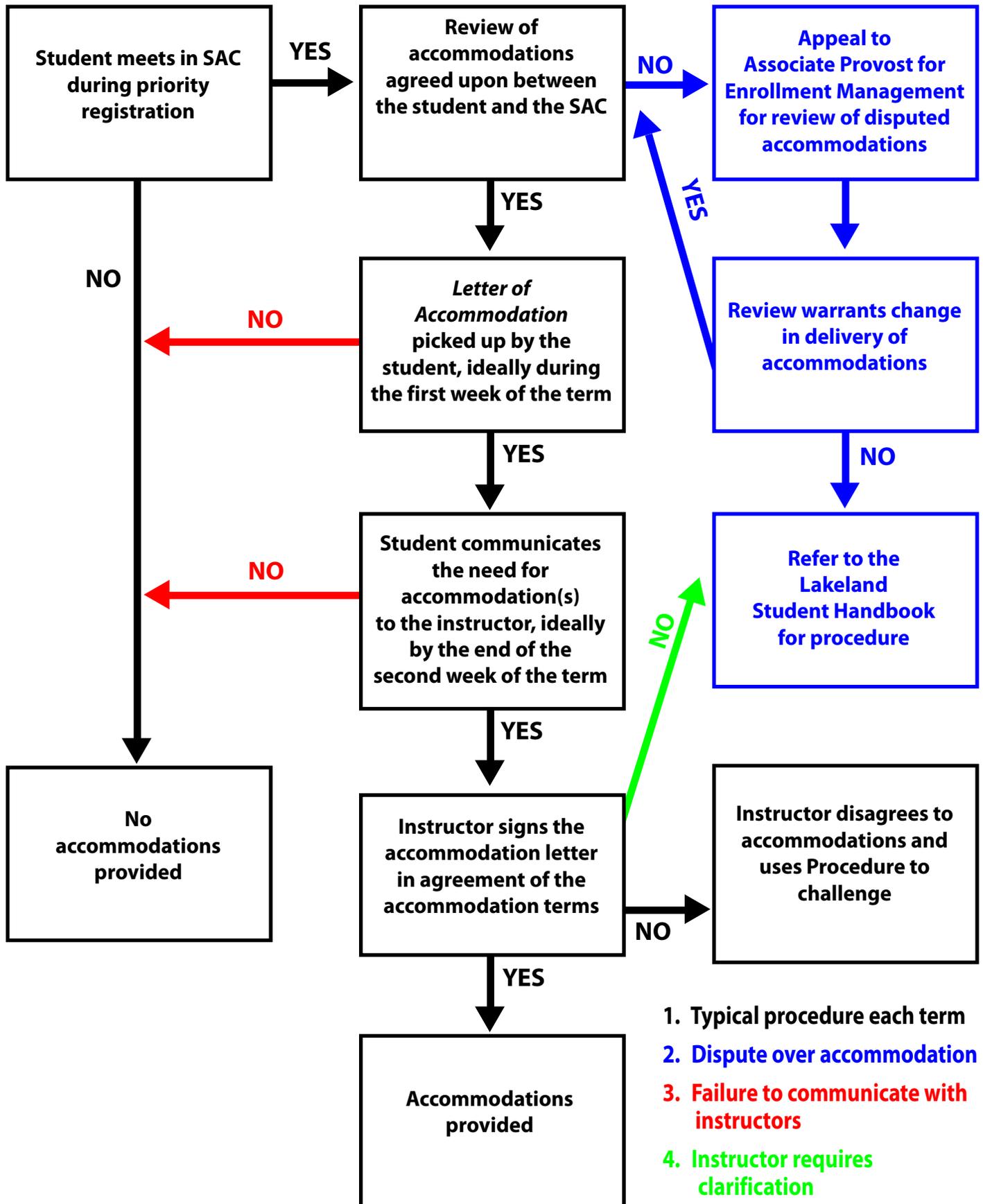
Once the above information has been collected, the SAC will ask for information regarding your past performance in school, some of the learning strategies you used successfully, and those that may not have yielded positive results. Your counselor will take into consideration all of this information and discuss the potential barriers that remain for accessing education due to your disability. Finally, accommodations/academic adjustments are determined and the process of implementing them are discussed.

# Getting on the Active Roster

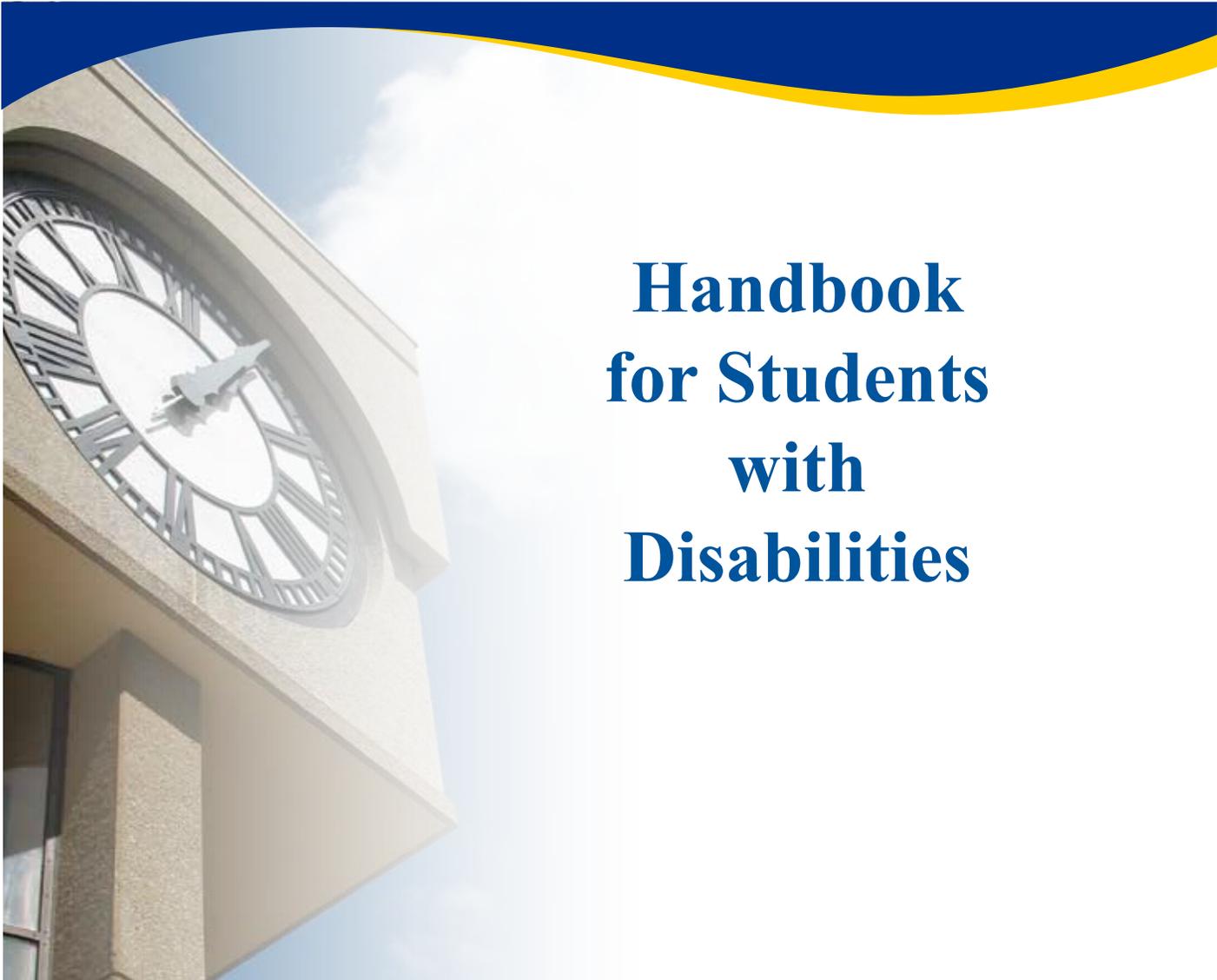
*Procedure to acquire accommodations*



# Staying on the Active Roster



1. Typical procedure each term
2. Dispute over accommodation
3. Failure to communicate with instructors
4. Instructor requires clarification



# **Handbook for Students with Disabilities**

## **Chapter 3**

**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

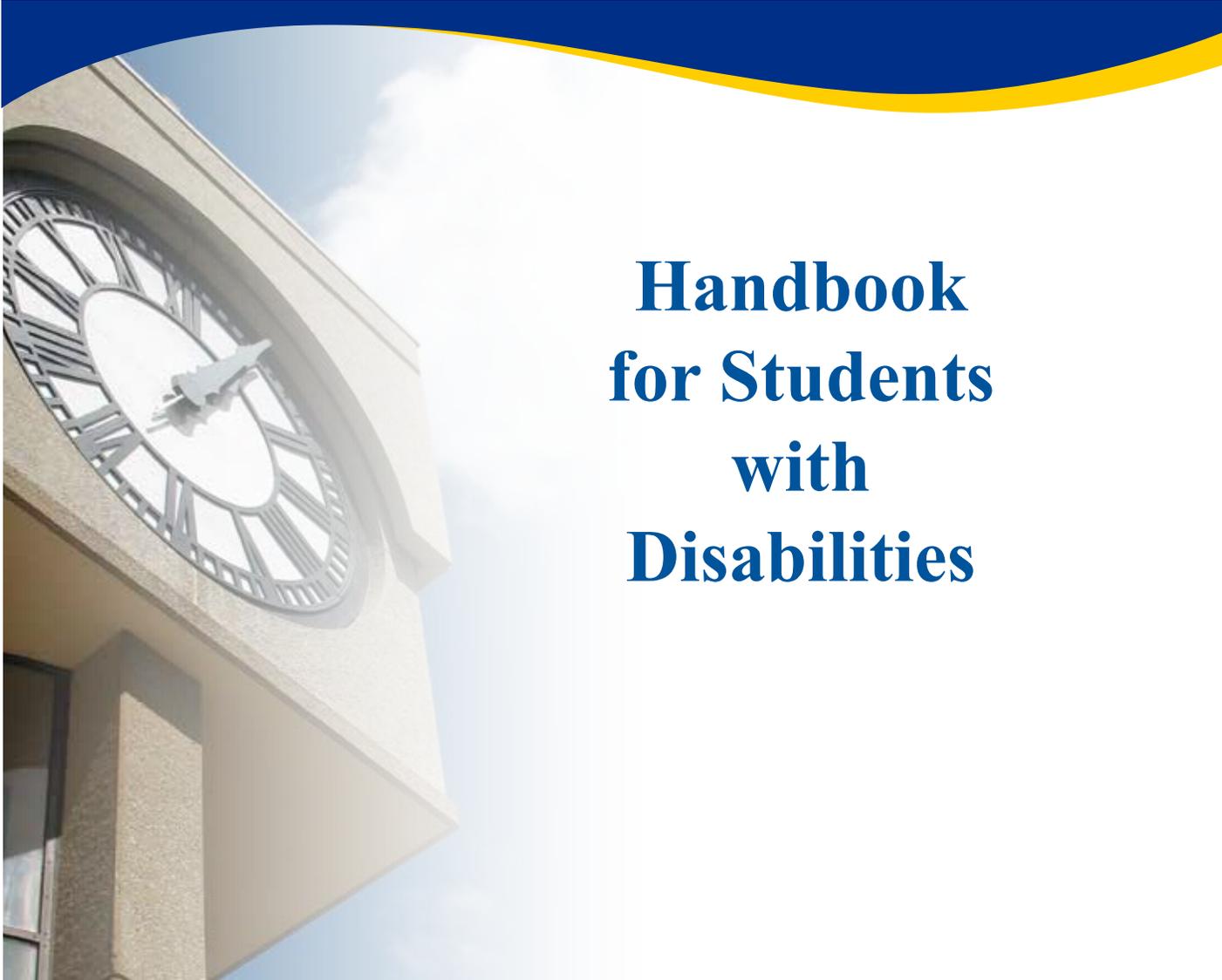
## STUDENT & FACULTY RESPONSIBILITIES

Students with disabilities at Lakeland Community College seeking accommodations must:

1. Identify themselves and provide documentation verifying their disability to the SAC.
2. Provide recent results of evaluation and appropriate testing for their disability. Typically, the document should be not older than three to five years.
3. Consult with the SAC prior to each term to evaluate specific accommodation needs and get on the active roster.
4. Contact each instructor, ideally, before the second week of the term to discuss the identified accommodation(s).
5. Have each instructor sign and date the accommodation letter indicating the accommodations have been agreed upon.

Faculty responsibilities at Lakeland Community College regarding students with disabilities include but are not limited to:

1. Complying with accommodations approved for students with disabilities by the SAC.
2. If an instructor chooses to challenge an accommodation, they should follow the Lakeland Procedure for resolving Instructional Disputes Involving Students with Disabilities, IS 59-03, rather than disputing the accommodation with the student. Deviation from an identified accommodation may occur if the instructor demonstrates that an equally effective accommodation can be offered, or that the identified accommodation constitutes a fundamental alteration to the program or course.
3. Consulting in a timely fashion with the SAC if a question arises regarding specific recommendations for accommodations for an individual student.
4. Treating all information regarding students with disabilities as **CONFIDENTIAL** as mandated by federal law.



# Handbook for Students with Disabilities

## Appendix A



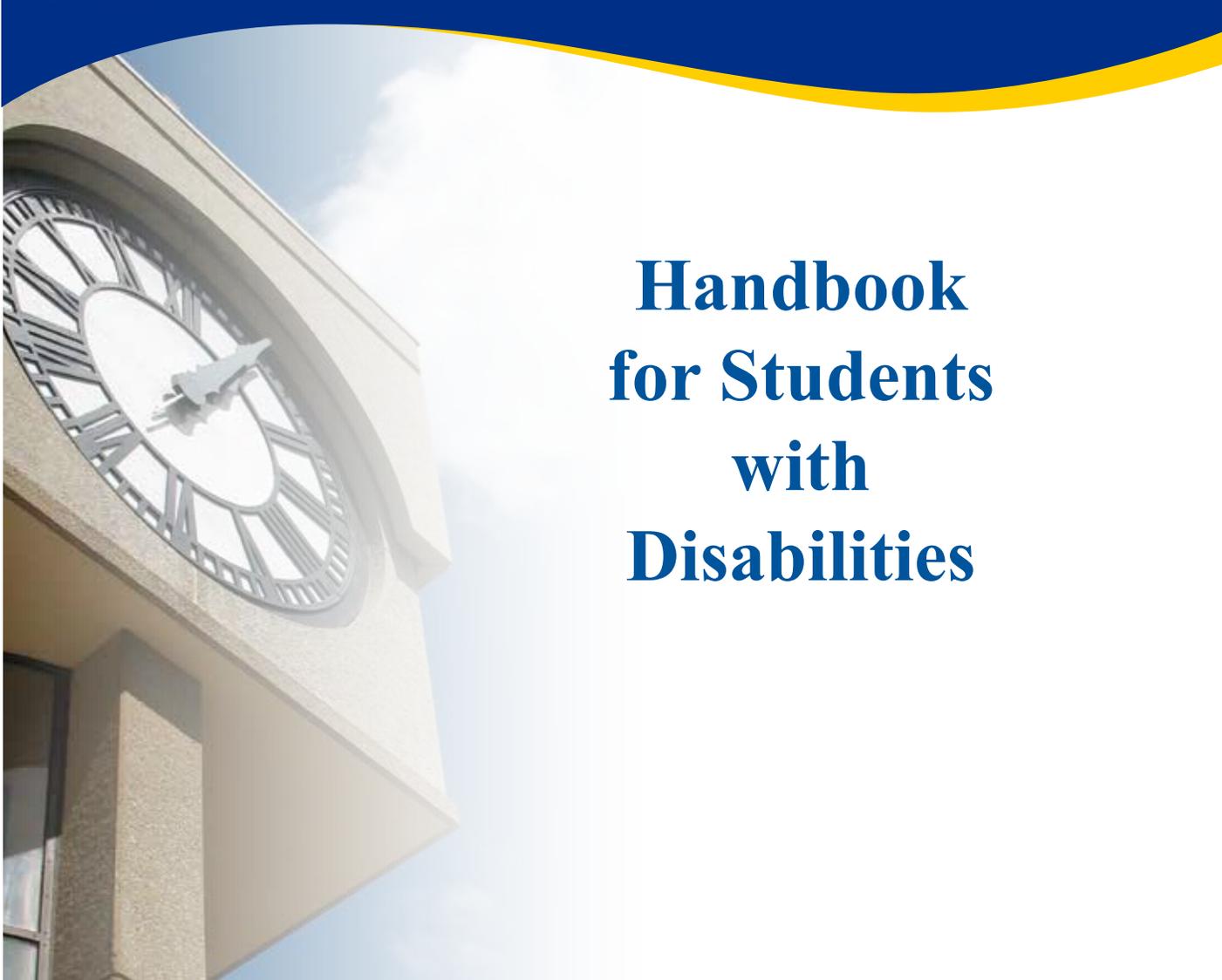
**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

## STUDENT RESPONSIBILITY CHECKLIST

- |   |   |     |   |
|---|---|-----|---|
| Y | N | N/A | 1. I understand it is my responsibility to identify areas of needed accommodation or to ask for assistance in determining them.   |
| Y | N | N/A | 2. Accommodations must be requested from the Student Accommodation Center each term for them to be in place.  |
| Y | N | N/A | 3. Accommodations must be requested during the Priority Registration period to guarantee instructors are notified by the beginning of any given term. There may be a delay in getting my accommodations in place if I miss Priority Registration.   |
| Y | N | N/A | 4. It is my responsibility to meet with my instructor(s) to implement my accommodations and ask them to sign the accommodation letter indicating an agreement of the terms. Further, my accommodations will not be in place until I notify my instructor(s) and they sign the accommodation letter. If my instructor(s) refuse to sign the accommodation letter for any reason, I will inform the Student Accommodation Center immediately. |
| Y | N | N/A | 5. When taking online courses I must email my instructors informing them of my desire to implement accommodations in their course(s). I will also request a return email to verify that the services are in place. The return email will act as their signature on the accommodation letter. I understand this email and my accommodation letter should be kept together until the end of the semester.                                     |
| Y | N | N/A | 6. If, at any time, my instructor(s) suggests alternative accommodations I will inform the Student Accommodation Center immediately. Any change to my accommodation list must be approved by the Student Accommodation Center.  |
| Y | N | N/A | 7. I should thoroughly review each syllabus upon receipt to identify areas of concern. It is my responsibility to discuss those concerns with my instructor(s) as early as possible to gain clarification of instructions/directions to plan accordingly.   |
| Y | N | N/A | 8. I must meet with a Counselor for Students with Disabilities at least two times per term to discuss academic progress, accommodation effectiveness and any other information pertinent to my success at Lakeland Community College.   |
| Y | N | N/A | 9. I understand the Student Accommodation Center does not track my progress in any course. In the event that any disagreements arise regarding accommodations, or any academic issues, I will inform the Student Accommodation Center promptly.   |
| Y | N | N/A | 10. I have been made aware of the Handbook for Students with Disabilities. The latest version of the handbook is available online at Lakeland Community College's website and I am responsible for keeping up to date with the latest versions.   |
| Y | N | N/A | 11. I understand it is my responsibility to keep the original copies of my documentation. The Student Accommodation Center has a copy for their files and it is their policy to not make duplicates.  |
| Y | N | N/A | 12. I understand that all students are expected to be familiar with and follow Lakeland Community College's Student Conduct Code located in the student handbook.   |

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# **Handbook for Students with Disabilities**

## **Appendix B**

### **Forms**

**Lakeland**  
COMMUNITY COLLEGE  
STUDENT ACCOMMODATION  
CENTER

# Student Accommodation Center Initial Interview/Chat

Date \_\_\_\_\_

Student Name \_\_\_\_\_

LID# \_\_\_\_\_

Phone # \_\_\_\_\_

Employment: F/T    P/T    N/A

High School Attended \_\_\_\_\_

Graduation Year \_\_\_\_\_

Intended Major/Reason for attending LCC: \_\_\_\_\_

\_\_\_\_\_

## Lakeland Status:

Application on file

English Placement

Math Placement

Registered Courses \_\_\_\_\_

**Reason for Meeting Today:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Disability Status/History of Accommodations:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plan:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION**

Date \_\_\_\_\_

I, \_\_\_\_\_ give my permission to the Student Accommodation Center to share information regarding the nature of my disability. I understand that this information will be released to faculty members, and/or academic staff, and/or the following agencies:

| <b><u>AGENCY</u></b> | <b><u>STUDENT INITIAL &amp; DATE</u></b> |
|----------------------|--|
| _____                | _____                                    |
| _____                | _____                                    |
| _____                | _____                                    |

The purpose of this release is to assist in the understanding of my disability and its unique nature, and to support any requests for coursework modifications/accommodations and special services which relate to my disability.

This authorization is valid for as long as I am a student at Lakeland Community College unless I revoke my permission in writing.

\_\_\_\_\_  
Student Signature\*\*

\_\_\_\_\_  
SSN# or LID#

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (if under age 18)

\*\*If signed by guardian or legal representative, please check here: \_\_\_\_\_

## AGENCY RELEASE OF INFORMATION FORM

Date \_\_\_\_\_

REGARDING:

NAME \_\_\_\_\_ SOCIAL SECURITY # \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE, ZIP CODE \_\_\_\_\_

I hereby give permission to \_\_\_\_\_

to release the following information: (attending physician or agency)

My last 2 I.E.P.'s while attending your institution

Any test scores/other indicators that support my diagnosis

Any transcripts, progress reports or other evaluations that indicate the existence of a disability

Any suggested accommodations that can assist me in dealing with my disability on a college campus

Any information regarding my disability and how it affects my schoolwork

Multifactorial Evaluation

This information is to be sent to: Student Accommodation Center  
Lakeland Community College  
7700 Clocktower Drive  
Kirtland, Ohio 44094  
Fax #: 440.525.7038

This authorization is valid for as long as I am a student at Lakeland.

X \_\_\_\_\_  
Student Signature\*\*

X \_\_\_\_\_  
Witness (if under 18)  
\*\*If signed by guardian or legal representative,  
please check here: \_\_\_\_\_



**Services for Students with Disabilities**  
 StudentAccommodationCenter@lakelandcc.edu  
 To: AKirsh  
 Cc: cputrino

01/17/2017 07:32 AM

Dear Instructor

Your list of students with disabilities requesting accommodations has been updated.

Please click the link below to display a confidential list of students with disabilities on our active roster that are enrolled in 1 or more of your courses. The accommodation(s) listed with their name have been identified to provide equal access to learning. The list was generated from results of a needs assessment via interview and/or review of professional documentation that supports the existence of a disability. Please note that it is incumbent upon the student to approach you with their Active Roster Verification (ARV) letter to discuss implementation of their accommodations. They will be asking you to sign the ARV to confirm that their accommodation(s) will be in place for the remainder of the term. Your signature (or email response for online courses) confirms that a discussion has taken place and is essential to document that the accommodations have been agreed upon.

\*\*\*\*\*  
 \*\*\*\*\*  
 Please inform our office within 5 working days of the date of this email notification if you feel any of these accommodations will cause an undue burden or fundamentally alter your course in any way. In addition, any proposed alternatives to the accommodation list for any student must be approved by the Student Accommodation Center.  
 \*\*\*\*\*  
 \*\*\*\*\*

Please note: Many disabilities create a barrier to educational activities when a specific time frame is enforced. As a result, the extension of time has been recognized as a reasonable accommodation by applicable law. In the event that your course includes a paper, project, etc. where the directions are given after the syllabus is distributed, the student(s) below (and those with disabilities added to the roster later) may need a reasonable extension of time to complete the assignments. If this applies to your course, it is strongly recommended that you discuss the assignment(s) with each student when they initially produce their accommodation letter.

Link to Procedure for Resolving Instructional Disputes Involving Students With Disabilities

<https://notes.lakelandcc.edu/polprocs.nsf/1d5ef8f0d962774e8525650c00443fa9/87775b0ad9e57d7b85256935005562b9?OpenDocument>

Link to Student List (Requires logging into myLakeland)

<https://myportal.lakelandcc.edu/group/mycampus/student-accommodations>

Finally, it is imperative that any communication regarding a student's disability and/or accommodation(s) be kept strictly confidential. Thank you for your continued support in providing quality education to students with disabilities. Feel free to contact our office with any questions or concerns.

The Student Accommodation Center  
 X7020

**Accommodations for Student with a Disability**  
Active Roster Verification

TO: **Instructors of:**

DATE: **1/11/2017**

FROM:

LID:

This letter is to inform you that I am on the current active roster for students with disabilities at Lakeland Community College. Upon the latest review, the following accommodations were identified:

- Testing in Test Center
- Extended time for taking exams
- Audio Recorder for lectures

For more information on the above accommodations go to <http://lkn.lakelandcc.edu/disability.cfm>

*Notes/ Instructions*

I agree that the accommodations mentioned above are those I have identified as necessary to create equal access to learning. Further, I understand my accommodations for the current term will only be in place from instructors that have signed this form.

Student

Date

\*\*\*If these accommodations are incorrect in any way, please call 440-525-7020.

\*\*\*The "Notes/Instructions" space above should include your instructor(s) signature and date indicating that you have discussed and confirmed the identified accommodations. It should also include a list of any alterations.

\*\*\*There may be a delay with the implementation of your accommodations if this process is completed after the first week of the term.