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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 a disability that substantially limits 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 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 counselors for students with disabilities work 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 counselors for students with disabilities at 440.525.7020, office number A-1044, in the Learning Center.

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

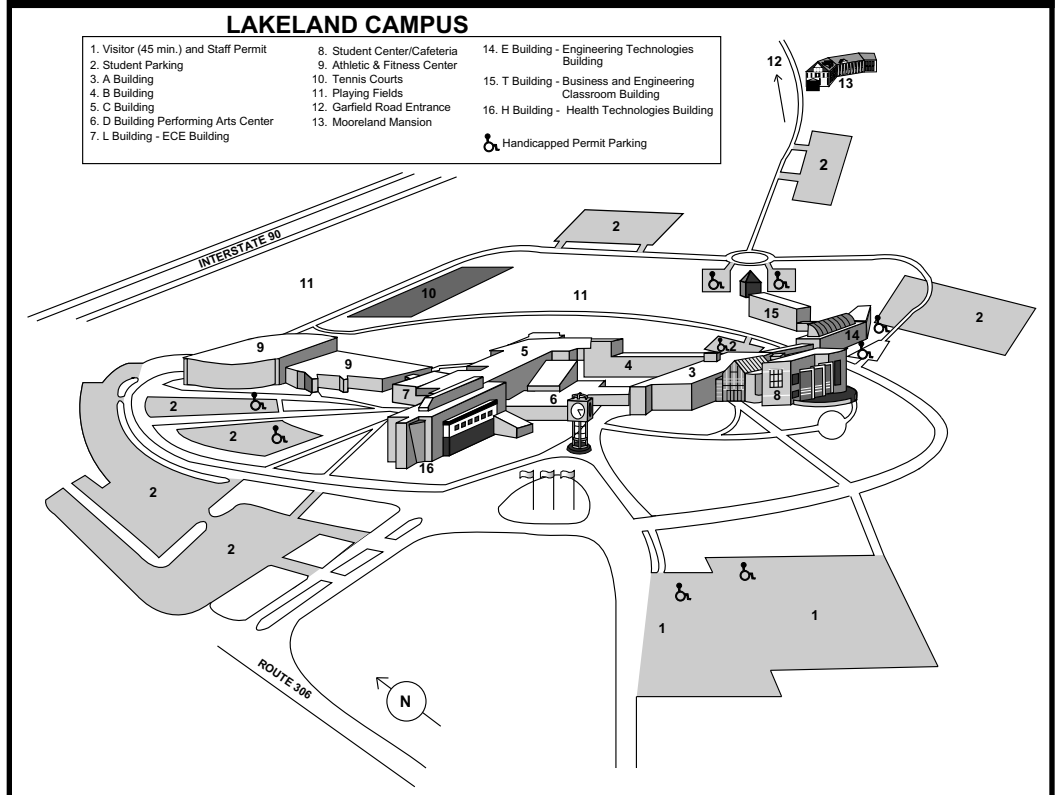
First Floor:

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 - Nautlius
Press Box
Running Track
Weight Room

Outdoor Facilities

Baseball Field
Soccer Field
Softball Field
Tennis Courts



INTRODUCTION

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.

POLICIES CONCERNING STUDENTS WITH DISABILITIES

Below are the Lakeland Community College policies concerning students with disabilities. Lakeland will:

1. Conform to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities;
2. Provide services that comply with external and internal policies and laws to qualified students through the Counselors for Students with Disabilities;
3. Uphold academic standards in the context of these policies and services;
4. Assist qualified students with disabilities in obtaining reasonable accommodations;
5. Maintain legally appropriate confidentiality for students with disabilities.

LEGAL GUIDELINES

Lakeland Community College is subject to the requirements of Section 504 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.

Lakeland Community College adheres to the laws established by Section 504 of the Rehabilitation Act of 1973 and the ADA when providing support services to students with disabilities.

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.

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.



CHAPTER 1



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



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

	The IDEA	Section 504	The ADA
MISSION	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.
SCOPE	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.
COVERAGE	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.
DISABILITY DEFINED	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.
IDENTIFICATION PROCESS	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.
SERVICE DELIVERY	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

	The IDEA	Section 504	The ADA
FUNDING	Federal funds are conditional to compliance with IDEA regulations.	No authorization for funding attached to this Civil Rights statute.	Same as Section 504.
ENFORCEMENT AGENCY	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. May overlap with OCR.
REMEDIES	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.



CHAPTER 2

ABOUT THE SERVICES OF THE COUNSELOR FOR STUDENTS WITH DISABILITIES AT LAKELAND

Students may be referred to the counselor for students with disabilities 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 mandatory steps: attend an orientation/open house, complete all office forms, provide current documentation and accept reasonable accommodations, and register for courses during priority registration. Only students on the “active” roster are ensured their identified accommodations for the applicable academic term.

New Students

- A. Must identify themselves to a counselor for students with disabilities as a person with a disability.
- 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 agencies. Such as:
 1. Bureau of Vocational Rehabilitation (BVR)
 2. Bureau of Services for the Visually Impaired (BSVI)
 - 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 a counselor for students with disabilities.

Returning Students

- A. Must review their accommodations prior to each term during priority registration with a counselor for students with disabilities.
- B. Will revise or update documentation as needed.

II. Services provided to students on the active roster

Each term, the counselors for students with disabilities 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. Provide access to and information regarding locations of telecommunications device for the deaf (TDD).
 - 3. Advocate for accessibility to Lakeland Community College facilities.
 - 4. 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 counselors for students with disabilities maintain a confidential file for each student which includes: relevant documentation, a release form, a general information sheet, all correspondence between student and the counselors for students with disabilities, 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. A counselor for students with disabilities 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.

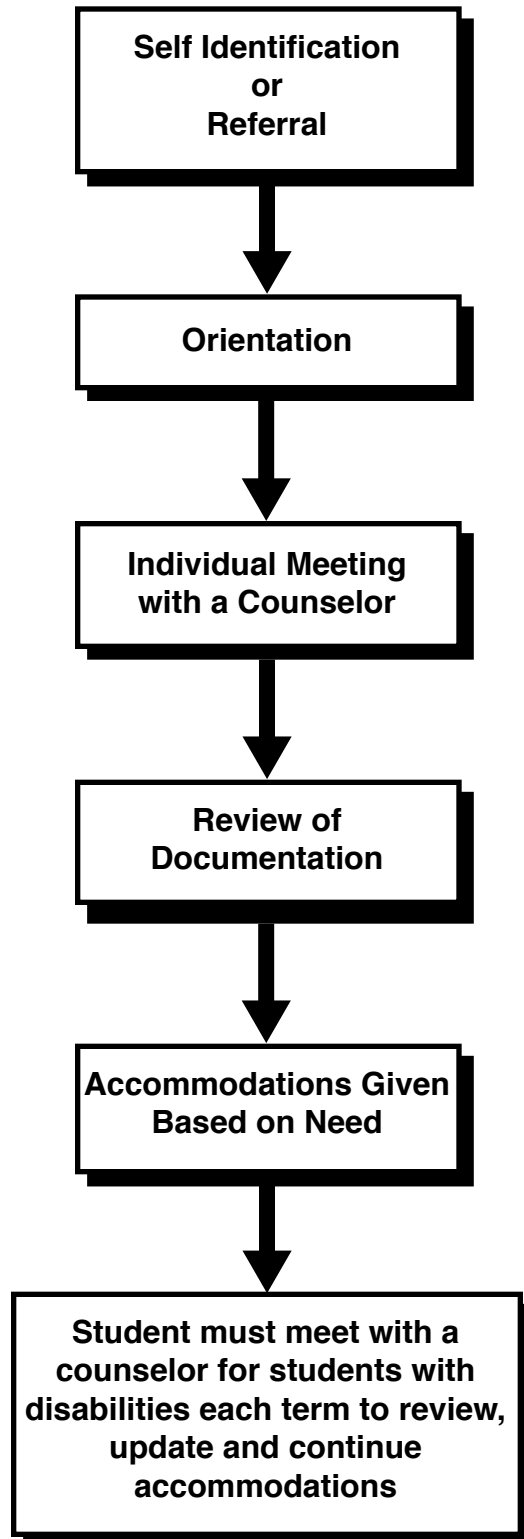
Other information that we find helpful includes the identification of your strengths and weaknesses both in and out of an academic setting. Remember, of course, that weaknesses are not necessarily disabilities. One of our philosophies is that, by taking advantage of your strengths and attempting to improve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

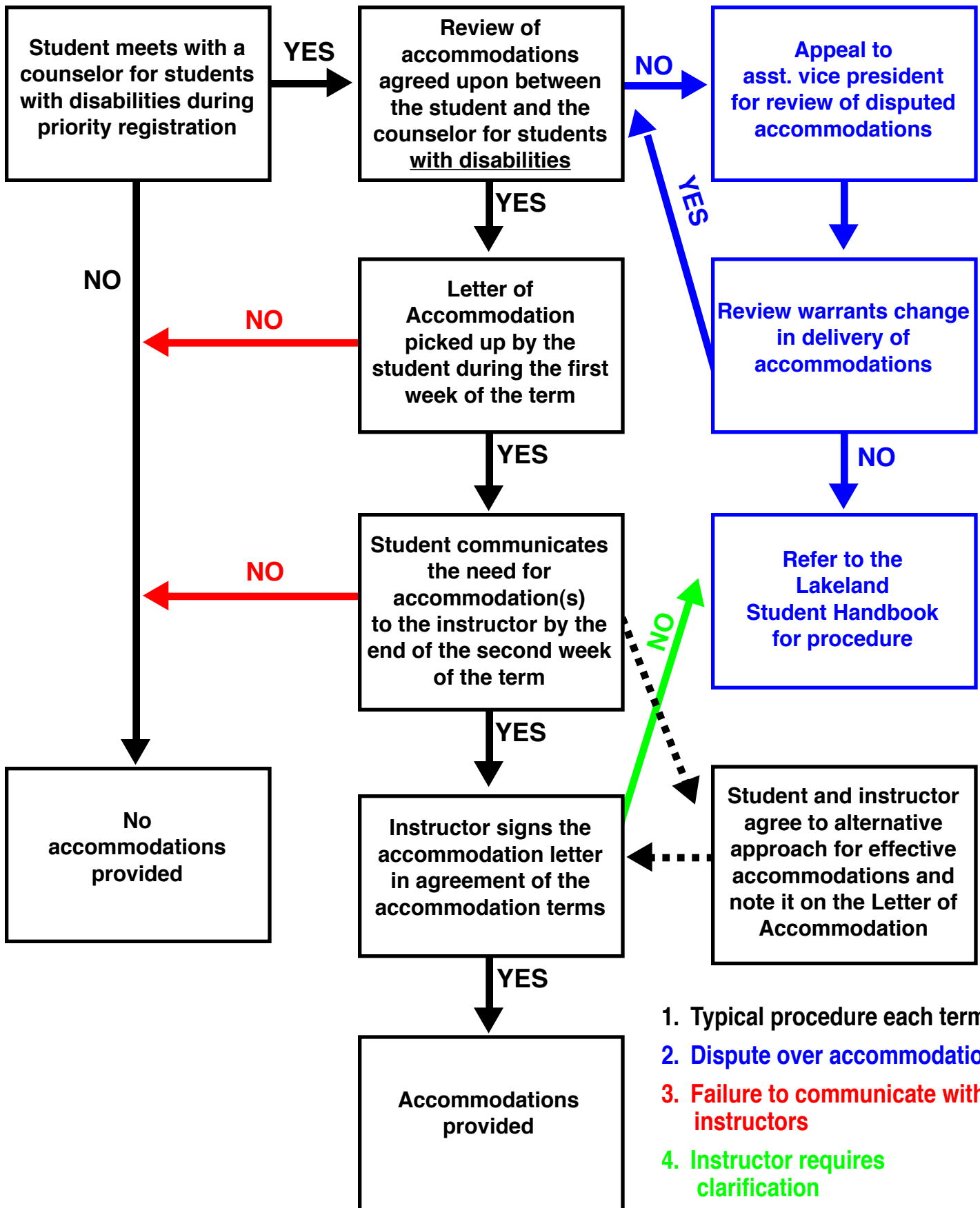
Once the above information has been collected, the counselor will ask for information regarding your past performance in school, some of the learning strategies you used successfully, and those that may not have yielded positive results. Your counselor will take into consideration all of this information 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



CHAPTER 3

STUDENT & FACULTY RESPONSIBILITIES

Students with disabilities at Lakeland Community College seeking accommodations must:

1. Identify themselves and provide documentation verifying their disability to a counselor for students with disabilities.
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 a counselor for students with disabilities prior to each term to evaluate specific accommodation needs and get on the active roster.
4. Contact each instructor 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 counselors for students with disabilities. Deviation from identified accommodation is permitted 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.
2. If an alternate form of accommodation is agreed upon between student and instructor, it must be noted on the accommodation letter at the time of signing.
3. Consulting in a timely fashion with a counselor for students with disabilities if a question arises regarding specific recommendations for accommodations for an individual student, particularly if special exam procedures or adaptations are involved.
4. Treating all information regarding students with disabilities as **CONFIDENTIAL** as mandated by federal law.

EXAMINATION ARRANGEMENTS FOR STUDENTS WITH DISABILITIES

Many students with disabilities find that they must have alterations in the way examinations are given in order to fully demonstrate their achieved learning. For example, a student with low vision may need written material, including exams, in large print. A student with limited hand dexterity may require a scribe or extra time to write. Modifications such as these are appropriate and consistent with federal law.

Lakeland requires alternate exam procedures to be discussed with the professor well in advance of the exam and the details worked out appropriately. The counselors for students with disabilities are available to assist in this process. Some alternatives which might be reasonable accommodations are listed below.

1. **Providing extra time:** the student may require more time to process information. Typically students with disabilities are provided with 50% more time than is allotted in the classroom. However, students who use test reading software, CCTV or scribes may require up to 100% additional time.
2. **Providing private testing locations:** The Test Center (A-1040) is available for students with disabilities to take their exams: scribes and readers are provided if necessary with at least three business days notice. Instructors who choose to administer exams elsewhere may use department sites such as a conference room, prep room or an office. It is important to ensure that the student will not be interrupted during the exam.
3. **Altering the exam style:** there are a great many ways in which the style or content of exams can be altered to accommodate special needs. Such accommodations are not made arbitrarily and must be appropriate to the disability. Appropriate alterations do not lower the quality and integrity of the examination, they simply provide an equal opportunity for a student to demonstrate mastery of course concepts.



APPENDIX A

Student's Specific Responsibility Checklist

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. I understand that it is my responsibility to meet with my instructor before the second week of the term regarding my accommodations. I also understand I will be asking my instructor(s) to sign the accommodation letter indicating agreement of the terms. If my instructor refuses to sign the letter for any reason, I understand it is my responsibility to inform the Student Accommodation Center in a timely manner. |
| Y | N | N/A | 3. I understand that in order to guarantee that my accommodations are in place for any given term, I must be on the active roster and request accommodations during the priority registration period. |
| Y | N | N/A | 4. It is my responsibility to seek academic advising in the Counseling Office (A-1027) before meeting with the counselor for students with disabilities during priority registration. |
| Y | N | N/A | 5. I understand that if I miss the priority registration period, I must request my accommodations no later than two weeks prior to any term. I understand, however, that, although there is a reasonable chance that these accommodations will be in place for the beginning of the term, the Student Accommodation Center cannot guarantee it. |
| Y | N | N/A | 6. 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. One of these meetings must take place during priority registration to ensure my accommodations are in place for the following term. |
| Y | N | N/A | 7. I have a mobility impairment. I understand it is my responsibility to review evacuation procedures with my instructor(s) each term. |
| Y | N | N/A | 8. I understand that, in the event that any disagreements arise regarding accommodations, tutoring or other academic issues, I will inform the counselor for students with disabilities in a timely fashion. |
| Y | N | N/A | 9. The counselor for students with disabilities has reviewed the Handbook for Students with Disabilities with me. I understand the latest version of the handbook is online at http://www.lakelandcc.edu/STUSERVI/LEARN/CEN/kirsh.htm and I am responsible for keeping up to date with the latest versions. |
| Y | N | N/A | 10. I understand it is my responsibility to maintain the original copies of my documentation. The Student Accommodation Center has retained a copy for their files and it is their policy to make duplicates for any reason. |

Signature: _____ Date: _____

Witness (if under 18 years of age) or Guardian: _____



APPENDIX B

Forms

Student Information Form

Date _____

Name _____

Lakeland ID# _____

Address _____

Telephone Number (_____) _____

City, State, Zip _____

Date of Birth _____

Sex - (circle one) F M _____

High School Attended _____

Have you applied at Lakeland? - (circle one) Y N

Date of H. S. Graduation _____

College Major _____

Plan to attend Lakeland - (circle one) Full Time Part Time

Employment Status - (circle one) Full Time Part Time N/A

Hours worked per week _____

Description of your disability: _____

For office use only:

Date _____

Verified disability:

Stated barriers/concerns:

History of accommodations:

Reason for attending:

Completed: Y/N

Compass/Asset: English: _____ Math: _____

Notes:



STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION

Date_____

I, _____ give my permission to the counselors for students with disabilities and their support staff 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:

<u>AGENCY</u>	<u>STUDENT INITIAL & DATE</u>
_____	_____
_____	_____
_____	_____

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: Counselor for Students with Disabilities
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: _____



COUNSELOR FOR
STUDENTS WITH DISABILITIES

To:

Date: 10/7/2010

Re: Students with disabilities enrolled in one or more of your courses

Dear Instructor:

The following is a list of individuals on our active roster of students with documented disabilities enrolled in one 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 by the second week of the term to discuss implementation of the accommodations. Please call X7020 to discuss with the appropriate counselor any questions or concerns that you may have.

Lakeland ID

Accommodations

BIOS1200

10096

Testing in Test Center	http://lkn.lakelandcc.edu/disability.cfm?code=TST1&num=
Extended time for taking exams	http://lkn.lakelandcc.edu/disability.cfm?code=TST2&num=
Test Reader-3 Bus. days notice	http://lkn.lakelandcc.edu/disability.cfm?code=TST3&num=
Tape Recorder	http://lkn.lakelandcc.edu/disability.cfm?code=EQP1&num=
Four Function Calculator	http://lkn.lakelandcc.edu/disability.cfm?code=EQP4&num=
Special Accommodation - Other	http://lkn.lakelandcc.edu/disability.cfm?code=CUST&num=

Thank you for your continued support in providing quality education to students with disabilities.

Counselor for Students with Disabilities
x7020

Accommodations for Student with a Disability
Active Roster Verification

TO: **Instructors of:**

DATE: **10/7/2010**

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
Test Reader-3 Bus. days notice
Tape Recorder
Four Function Calculator
No in class deduction for:
Spelling errors
Grammatical errors
Spec Accommm - re: essay exams
Scribed exams-3 Bus. day no

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. I understand it is my responsibility to contact my instructor(s) and discuss these adjustments by the end of the second week of the term.

Student

Date

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

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



APPENDIX C

Resources

LOCAL RESOURCES

HOUSING ASSISTANCE

Catholic Charities Services(440)352-6191

8 N. State St., Painesville, Ohio 44077-3954

TTY Hearing impaired line (440)352-2344

- Rental assistance

www.clevelandcatholiccharities.org

Lake Metropolitan Housing Authority.(440)354-3347

189 First St., Painesville, Ohio 44077

- Low cost housing facilities in Painesville
- Section 8 Program (Housing Choice Voucher Program)

www.lakehousing.org

Lifeline for the Empowerment & Development of Consumers.(440)354-2148

54 S. State St. #309

Painesville, Ohio 44077

- Utility and energy programs

www.lclifeline.org

New Directions for Living.(440)357-6142

P.O. Box 882

Painesville, Ohio 44077

- Affordable housing
- Assistance with stable housing

www.newdirectionsforliving.org

EMERGENCY ASSISTANCE

Lake County Department of Job & Family Services(440)350-4000

177 Main St., Painesville, Ohio 44077

- ADC, Medicaid, Food stamps, Day Care Assistance
- To report suspect child abuse and neglect
- Foster care home

www.lakecountyohio.org

Forbes House (440)357-1018
P.O. Box 702, Painesville, Ohio 44077 (440)953-9779
• Program services for battered women & their children
www.forbeshouse.org

Lake County LINK.(440)953-LINK(5465)
• Information and referral to community resources 800-654-LINK
www.uwlc.org

Victim Resource Center of Laurelwood Hospital (440)953-6700
35900 Euclid Ave., Willoughby, Ohio 44094 1-800-777-7244
• Crisis intervention, counseling and advocacy services to
victims of sexual assault and to their families
24 hour hotline

FAMILY SERVICES

Starting Point(440)357-1241
9285 Progress Pkwy., Mentor, OH 44035-1241
• Childcare/daycare information and referral services
www.starting-point.org

Big Brothers/Big Sisters of Northeast Ohio. (440)352-2526
8 North State St. Suite 360, Painesville, OH 44077 (440)951-7258
www.bbbsneo.org 1-800-222-2440

SUBSTANCE ABUSE

Crossroads (440)255-1700
8445 Munson Rd., Mentor, OH 44060
• Assessment and referral for adolescents
• Intensive out-patient treatment program for adolescents and their families
www.crossroads-lake.org

Lake-Geauga Center on Alcoholism & Drug Abuse, Inc.
9083 Mentor Ave., Mentor, OH 44060 (440)255-0678
200 Center St. Unit B, Chardon, OH 44024 (440)942-0639
• Assessment and referral
• Individual, family & group counseling
www.mhageauga.org

Laurelwood Hospital (440)953-3000
35900 Euclid Ave., Willoughby, Ohio 44094 1-800-438-4673

- In-patient and out-patient chemical dependency treatment program
- Mental health and addictive treatment services

www.windsorlaurelwood.com

Al-Anon Information Service (216)621-1381
75 Public Square, #701, Cleveland, Ohio 44113

- Self-help group for those affected by someone else's alcohol abuse

www.afgcleveland.org

Alcoholics Anonymous (Cleveland District Office) (216)241-7387
Reserve Square Building, 1701 East 12th St., Cleveland, Ohio 44114
Cleveland, Ohio 44113

- Self-help support groups to help alleviate alcoholism

www.aa.org www.aacleveland.org

HEALTH

Lake County Free Dental Clinic (440)354-4438
244 Jefferson Street, Painesville, Ohio 44077

- School age children only
- Cleaning, examinations, fillings, extractions and X-rays

Lake County Free Medical Clinic. (440)352-8686
54 S. State Street, Suite 302, Painesville, Ohio 44077 1-800-559-0058

- Well-child services, immunizations
- Physicals for school, work
- Treatment for short-term illnesses

www.lakefreeclinic.org

Lakeland Community College Dental Hygiene Clinic (440)525-7221
7700 Clocktower Drive, Kirtland, Ohio 44094

- Low cost dental examinations, cleanings, x-rays, sealants and fluoride treatments
- Athletic mouth guards, denture cleaning

www.lakelandcc.edu/academic/sh/dh/clinic.asp

Lake County General Health District (440)350-2543
33 Mill Street, Painesville, Ohio 44077
• Adult Services: Immunization, AIDS Services, TB Testing
• Children Services: Bureau for Children with mental handicaps, well child clinics, lead testing, help me grow program, immunizations
• WIC forms
www.lcghd.org

Family Planning Association of Northeast Ohio (440)352-0608
54 South State St., Painesville, Ohio 44077 (800)246-1645
• Counseling, education and medical services for reproductive health issues
www.fpaneo.org

EDUCATION

Adult Basic/Literacy Education (ABLE)
8140 Auburn Rd., Concord Twp, OH 44077. (440)357-7542
58 Jefferson St., Painesville, OH 44077 (440)354-5551
• Basic skills in reading, math & English
• Preparation for GED examination
• English as a second language
www.neable.org

Lakeland Community College.(440)525-7000
7700 Clocktower Dr., Kirtland, Ohio 44094
www.lakelandcc.edu

Willoughby Hills Evangelical Friends Church. (440)944-1026
2846 SOM Center Rd. (Rt. 91)
Willoughby Hills, Ohio 44094
• Divorce Recovery Workshop
• MENDED RAINBOW for kids and teens
www.whfriends.org

COMMUNITY RESOURCES IN LAKE COUNTY

MENTAL HEALTH ORGANIZATIONS/COUNSELING SERVICES

- Catholic Social Services of Lake County(440)352-6191
8 N. State St., Painesville, Ohio 44077
- Outpatient counseling for children, adults, families
- www.clevelandcatholiccharities.org
- Crossroads (440)255-1700
8445 Munson Road, Mentor, Ohio 44060
- Outpatient counseling for children, adolescents & families
 - Community Support Services, Intensive In-Home Therapy
 - Autism Services
 - Psychiatric Services
- Windsor Laurelwood Hospital and Counseling Centers (440)953-3000
35900 Euclid Ave., Willoughby, Ohio 44094
- Individual counseling for children, adults and families
- www.windsorlaurelwood.com
- Neighboring: Mental Health Services (440)354-9924
5930 Heisley Road, Mentor, Ohio 44060
- Individual counseling for adults
 - Mental health support groups
 - Divorce Support Workshop for adults
 - Transportation assistance for mental health consumers
- www.neighboring.org
- Western Reserve Counseling. (440)352-8954
1 Victoria Place, Painesville, Ohio 44077
- Individual counseling for children, adults and families
- www.westernreservecounselingservice.org
- Willow Counseling.(440)942-4440
36400 Maplegrove Rd., Willoughby Hills, OH 44092
- Outpatient counseling for children, adults and families
- www.willowcounseling.net
- 24-Hours Crisis Hotline (440)953-TALK(8255)
www.lakecountynfn.org

SOME WEB SITES WORTH BROWSING

Regarding Disabilities

www.ldresources.com - LD resources

Comprehensive site with information about articles, essays and other writings, resources and software.

www.oneaddplace.com - ONE ADD Place

Information relating to attention deficit disorder (A.D.D.), AD/HD & Learning Disorders (LD).

www.ldonline.org - LD online

An interactive guide to learning disabilities for parents, teachers, and children.

www.abledata.com - ABLEDATA

The National Institute on Disability and Rehabilitation Research - U.S. Department of Education.

Regarding Employment

www.careermag.com - Career Magazine

www.starthere.com/jobs - Careers & Jobs

www.careerbuilder.com - Career Builder

www.dol.gov/odep - Office of Disability Employment Policy

www.monster.com

www.careerpath.com



APPENDIX D

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

1. What does “No in class deduction for (certain errors)” mean?

We are asking that deductions are not made for those errors if the work is expected to be completed during class time. If the student has time away from class to complete the assignment, he/she is expected to utilize resources to correct these errors.

2. What is meant by “Testing in the Learning Center with extended time”?

The Test Center is proctored every hour of operation during the term. This is usually the most convenient means of providing the accommodation. The additional time is decided on an individual basis based on documentation, interview and other significant factors. Typically, the additional time offered is 50% extra. For example, if the class is allowed one hour for an exam, the extended time would be a total of 90 minutes. In some instances, the instructor may feel that he/she would rather provide a separate space (i.e., their office or conference room) on their own. In these cases, the instructor should discuss the plan with the student, note the adjustment on the accommodation letter the student presents at the beginning of the term and let a counselor for students with disabilities know so that he/she can document the alteration.

3. Since you mentioned it, can you explain the accommodation letters?

The reason this procedure was implemented was to encourage the students to communicate their needs with their instructors early in the term. By signing the letter, the instructor indicates this conversation has taken place and all parties agree on the accommodations. If there is a dispute, the instructor, the student and a counselor for students with disabilities will meet as soon as possible to resolve the issue. The student may decide to not approach an instructor with the letter and, therefore, forfeit accommodations in that class until they do. We strongly suggest that the student approach their instructors by the second week of the term to avoid complications later.

4. How do I get a reader or scribe?

If, after meeting with a counselor for students with disabilities, it is determined that reasonable accommodations include the use of a test reader and/or scribe, it is the student's responsibility to inform the Student Accommodation Center staff of the need **at least 3 business days** in advance of each exam to be accommodated.

5. How do I get a tutor?

Tutoring is available for every student registered for credited courses at Lakeland Community College. Each student is able to sign up for one half hour of tutoring per week per course. After meeting with the counselor for students with disabilities, students may be able to arrange additional sessions as an accommodation. It is recommended that you sign up for tutors during the first week of each term.

Typically, students will wait to sign up for tutors until the material in a course gets too difficult. By signing up early, you get to know your tutor and they learn about you as well. Further, you are able to keep up with the material instead of trying to catch up.

You can sign up for a tutor in the Learning Center, located in room A1044.

6. Do I have to notify my instructors of my accommodations?

Each term you will pick up an accommodation letter from the Student Accommodation Center. It includes a list of accommodations agreed upon by you and a counselor for students with disabilities. It is your responsibility to share this letter with your instructors by the second week of the term. It is best to have this discussion privately i.e., after class or during the instructors office hours. After the discussion, have your instructor sign in the space provided and note any agreed upon adjustments to the list. You have the right to refrain from discussing the situation with your instructors as well. The result of this option would be the absence of accommodations in that class.

7. What do I do with the accommodation letter?

After having your instructors sign the letter, put it somewhere that you would remember. The counselors for students with disabilities do not need to see it unless there is a problem with your accommodations. In the event of a problem with your accommodations, you will be asked to produce the letter with the appropriate instructor signature. We suggest you use the tab section provided in your handbook for this purpose.