

LAKE ERIE COLLEGE

# STUDENT HANDBOOK

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FOR STUDENTS WITH A DISABILITY

STUDENT SUCCESS CENTER

1/20/2016

ASSISTING STUDENTS WITH A DISABILITY ACHIEVE THEIR EDUCATIONAL GOALS

# **WELCOME TO Lake Erie COLLEGE!**

As you begin to pursue your next educational goal, there are some facts you should know to prepare for your journey. There are many differences between high school and college. The pages that follow will provide an overview of some of these differences. In addition to the transition that all students must make from the expectations of high school to those of college, persons with disabilities experience a radical shift in resources and responsibilities caused by the change in the relevant law.

The Lake Erie College Student Success Center serves as a focal point, within the academic community, for the creation and promotion of an enriched learning environment where all students have an opportunity to fulfill their academic potential.

Congratulations! Welcome to campus.

## **MISSION STATEMENT**

Lake Erie College provides an environment that stimulates intellectual curiosity, personal development and community involvement to prepare students to succeed as practitioners, professionals and responsible citizens in a contemporary world.

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## **ACCOMMODATIONS for STUDENTS with DISABILITIES**

Lake Erie College does not discriminate in its recruitment, admission or treatment of students. The College makes reasonable accommodations to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities. In particular, the College adheres to the provisions of Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the Family Education Rights and Privacy Act of 1974.

It is the policy of the College to make services available to any student who, through a recent assessment, can provide documentation of a disability. Students, however, must meet all eligibility requirements to be admitted.

Students requesting accommodations must provide the College with official documentation of any disability, from a medical doctor, psychiatrist, psychologist or other qualified professional. For specific learning disabilities, this should include a copy of the multi-factored evaluation, and a copy of the student's most recent individualized education plan (IEP). The documentation must be no more than three years old, if the student was tested before age 21 and within a five year period in the case of adults tested after age 21. Documentation must contain the date of assessment and the diagnosis. It must list the assessment tools utilized, describe

the functional limitations of the disability and support the need for specific accommodations. The documentation must include relevant recommendations regarding the curriculum as well as testing considerations. No accommodation will be assured until the appropriate documentation is on file. Lake Erie College reserves the right to require that a student provide more complete and /or updated documentation at any time. All records are confidential.

It is the responsibility of the student with disabilities to seek available assistance at the College and to make their needs known to the Director of the Student Success Center. The student must meet with the Director upon admission to the College or when a disability becomes known to discuss any special needs. All assistance/accommodations are coordinated through the Director of the Student Success Center.

Accommodations are reviewed each semester by the Director, the student, and a consultant in the area in which the disability occurs, if necessary. While Lake Erie College will provide reasonable accommodations, academic success is the student's responsibility. Instructors will be expected to assist with the provision of accommodations when reasonable and necessary. Instructors are not expected to compromise essential elements of the course or evaluation standards.

Some of the accommodations which may be available to students with documented disabilities include peer tutoring, additional time for testing, testing in a distraction free environment, peer editing, time management and organization assistance, and personal coaching for success.

For further information contact the Director of the Student Success Center at 440-375-7426, or email [successcenter@lec.edu](mailto:successcenter@lec.edu).

## **POLICIES CONCERNING STUDENTS WITH DISABILITIES**

### **LAKE ERIE COLLEGE WILL:**

- ❖ Conform to the applicable federal, state and college/university policies, regulations and definitions regarding students with disabilities.
- ❖ Provide services that comply with external and internal policies and laws to qualified students through the services of the Student Success Center.
- ❖ Uphold academic standards in the context of these policies and services.
- ❖ Commit its departments and faculty to making reasonable modifications of programs and courses for students with disabilities.
- ❖ Require students to provide or cooperate in providing necessary documentation in order to be eligible to receive services.
- ❖ Assist qualified students with disabilities in obtaining reasonable accommodations.
- ❖ Maintain legally appropriate confidentiality for students with disabilities.



## DEFINITION OF DISABILITIES

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 an approved qualified provider.

A **physical disability** includes a physical condition, anatomic loss, or cosmetic disfigurement which is 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 affects 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**

### **THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 states:

“no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Article (2)(A) includes “...a college, university, or other post secondary, 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. 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.” The federal regulation requires equal treatment of people with disabilities in employment, public service and transportation, public accommodations, and telecommunications services.

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

- ❖ “All government facilities, services and communications must be accessible, consistent with the requirements of Section 504 of the Rehabilitation Act of 1973.”
- ❖ “Reasonable changes in policies, practices and procedures must be made to avoid discrimination.”
- ❖ “Public accommodations may not discriminate on the basis of disability.”
- ❖ “Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be implemented.”
- ❖ “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 calls for “reasonable modifications” in accommodations of such persons. If reasonable modifications are not evident, every 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 Director of the Student Success Center **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.

## SOME DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE REQUIREMENTS

	HIGH SCHOOL	COLLEGE
<b>CLASS TIME</b>	6 hours per day, 180 days Total of 1080 hours	12 hours per week, 28 weeks Total of 336 hours
<b>GRADES</b>	Passing grades guarantee you a seat!	Satisfactory academic standing + C's or above
<b>FREEDOM</b>	Structure defines it most of the time! Limits are set: by parents, by teachers, or by other adults.	The single greatest problem most college students face! Should I go to class? Should I plan on 4, 5, 6, or 10 hours of sleep?
<b>TEACHERS</b>	Often take attendance, may check your notebooks, put information on the blackboard or through the computer, Impart knowledge and facts	Rarely teach you the textbook. Often lecture nonstop Require library research Challenge you to think Have individual attendance policies
<b>TESTS</b>	Weekly quizzes or at the end of the chapter	2 – 4 per semester; at the end of a four-chapter unit; at 8:00 a.m. on the Monday after Homecoming!
<b>STUDY TIME</b>	Whatever it takes to do your homework! 1 – 2 hours per day?	Rule of thumb: 2 hours of study for a 1 hour class. 3 – 4 hours per day?

# COMPARISON CHART

## Individuals with Disabilities Education Act (IDEA) Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA)

	IDEA	SECTION 504	ADA
<b>MISSION</b>	To provide a free, appropriate public education (FAPE) in the least restrictive environment	To provide person 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 and 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	All qualified persons with disabilities regardless of whether special education services are required in public elementary, secondary, or post secondary settings	All qualified persons with disabilities and qualified non-disabled 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 impairment, or being regarded as having impairment.	

## COMPARISON CHART continued...

Individuals with Disabilities Education Act (IDEA)  
Section 504 of the Rehabilitation Act of 1973 and  
The Americans with Disabilities Act (ADA)

	IDEA	SECTION 504	ADA
<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.
<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. May overlap with OCR

### SERVICES FROM THE

# STUDENT SUCCESS CENTER

## REFERRALS

Students may be referred to the Student Success Center by:

- ❖ Self Referral
- ❖ Parent
- ❖ Faculty Member
- ❖ Medical Professional
- ❖ High School Counselor
- ❖ Friend / Other

Referrals for services are reviewed, authorized and monitored by the Director of the Student Success Center, Dr. John Spiesman.

## ACTIVE ROSTER STATUS

A student is considered to be on the Active Roster when he/she:

- ❖ Completes and submits all Success Center documentation
- ❖ Provides current required documentation for review by the Student Success Center Director, Dr. John Spiesman
- ❖ Registers for courses during registration period
- ❖ Returns signed *Accommodations for Student with Disability* form from professors to the Student Success Center
- ❖ Reviews the approved Accommodations for Student with Disability form with the Student Success Center Director, Dr. John Spiesman during an Orientation Conference

Attendance at the Orientation Conference is **required** for all students seeking Active Roster status.

## NEW STUDENTS



All new students ***desiring services*** through the Student Success Center will:

- ❖ Identify themselves to the Director of the Student Success Center, Dr. John Spiesman
- ❖ Provide documentation that includes a diagnosis of their disability from a professional in a field related to disabilities that affect learning, such as:
  - Medical doctors
  - Psychiatrists
  - Psychologists
  - Bureau of Vocational Rehabilitation (BVR)
  - Bureau of Services for the Visually Impaired (BSVI)
  - Job Training Partnership Act (JTPA)
  - Other qualified professionals
- ❖ Documentation should include test scores, other evidence to support the diagnosis, release forms, Individualized Education Plan (IEP), Multi-factored Evaluation (MFE), and any suggested accommodations.
- ❖ Meet with the Director of the Student Success Center to identify appropriate accommodations. The Director will provide the student with the *Accommodations for Student with Disability* forms
- ❖ Return *Accommodations for Student with Disability* form **signed by the professor** to the Student Success Center

## RETURNING STUDENTS

- ❖ Review their accommodations with the Director of the Student Success Center **prior to or during the first week of each semester**
- ❖ Revise or update their diagnostic documentation as needed.

## **SERVICES TO STUDENTS**

Each semester the Student Success Center will coordinate support services for students on the Active Roster. Although supports, services and accommodations are provided on a case-by-case basis, frequently provided services may include:

- ❖ Pre/post admission counseling and orientation
- ❖ Registration support
- ❖ Inform faculty of students with documented disabilities in the classroom and suggest accommodations
- ❖ Coordinate with faculty members to meet special needs while maintaining academic standards
- ❖ Coordinate classroom requirements with special needs students
- ❖ Assist in gaining access to Books on CD and other resources
- ❖ Provide small group testing and test readers as appropriate

## **COLLABORATIVE EFFORTS**

The Student Success Center will:

- ❖ Coordinate services with government and/or private agencies, as needed
- ❖ Provide access to and information regarding locations of telecommunications devices
- ❖ Advocate improvements and modifications to Lake Erie College facilities
- ❖ Serve as a resource to outside public and private agencies
- ❖ Provide workshops / handbooks
- ❖ Promote participation in student activities

## **CONFIDENTIALITY**

Confidentiality is a concern of many students with disabilities. The Student Success Center maintains a confidential file for each student which includes:

- ❖ Relevant current documentation
- ❖ Current release forms
- ❖ General information sheet
- ❖ Relevant correspondence between the student and the Student Success Center
- ❖ Other documents pertinent to the student's full-time participation at Lake Erie College

On selected occasions students have requested that the Student Success Center send copies of documentation to outside institutions. Since we maintain only copies of the documentation we cannot honor the requests because it is the policy of Lake Erie College to not send copies. When necessary, copies of the original documentation should be provided by the student.

## STUDENT RESPONSIBILITIES

Students are encouraged to become familiar with the requirements to attain and remain on the Active Roster List:

- ❖ Provide current results of evaluation and appropriate testing documentation (not older than three years old) verifying your disability
- ❖ Meet with the Director of the Student Success Center each semester to evaluate specific accommodation needs and to obtain the *Accommodations for Student with Disability forms* for the current semester class schedule
- ❖ Contact **each** instructor/professor and discuss the approved accommodations and have him/her **sign and date** the *Accommodations for Student with Disability form*
- ❖ Return the signed forms to the Student Success Center
- ❖ Sign up for a tutor, if needed, at the beginning of each semester.
- ❖ Make an appointment with the Student Success Center each time an examination is to be taken prior to the examination date. **Walk-in requests for examination proctoring cannot be honored.**

## FACULTY RESPONSIBILITIES

- ❖ Consultation with the Director of the Student Success Center on an as needed basis

- ❖ Sign and date the *Accommodations for Student with Disability form presented by the student. If an alternate form of accommodation is agreed upon between the student and the instructor, it must be noted on the Accommodations for Student with Disability form at the time of signing*
- ❖ *Provide academic accommodation to each student without altering the fundamental elements of any course*
- ❖ *Respect the privacy of the student in the implementation of the approved accommodations*
- ❖ *Monitor the effectiveness of the approved accommodations and report any concern to the Director of the Student Success Center*

Faculty members have the right to deny a request for any accommodation which fundamentally alters the nature of their course or program. Accommodations which, according to the faculty member, undermine the purpose of an exam or course, or alter the essential nature of the course, do not have to be approved or implemented.

## **CHECKLIST FOR SUCCESSFUL ACCOMMODATIONS**

The following Checklist for Successful Accommodations may be helpful in assuring that your accommodations are relevant and current.

- I have met with the Director of the Student Success Center and disclosed that I am a student with a disability.
- I have submitted current documentation to the Director of the Student Success Center.
- I have worked with the Director of the Student Success Center in the development of current accommodations.
- I have received *Accommodations for Students with Disability* forms to take to my professors.
- I have met with my professors to discuss the approved accommodations.
- I have returned the signed *Accommodations for Student with Disability* form to the Student Success Center.
- I have signed up for a tutor.
- I make appointments in advance for any examination I wish to take in the Student Success Center.
- I have met with the Director of the Student Success Center to discuss any revisions in my schedule and accommodations.

## EXAMINATION CONSIDERATIONS FOR

## **STUDENTS WITH DISABILITY.**

At the time of the development of course accommodations, examination considerations are discussed. Many students with disabilities find that they must have alterations in the way examinations are given in order to fully demonstrate their achieved learning.

Modifications that are appropriate to the student's needs and are consistent with federal laws and state mandates are available to students with disabilities when applicable. The requested considerations will be reviewed and approved through the Student Success Center.

Several options are available for administering exams based upon:

- Types of exam (multiple choice, essay, true/false, etc.);
- Whether the examination is proctored or timed;
- Whether the exam is open or closed book;
- Professor preferences;
- Student's past experience with alternate exams.

Lake Erie College requires alternate exam procedures to be discussed with the faculty member **at the beginning of each semester**, and the details worked out appropriately. The Director of the Student Success Center is available for consultation on an as needed basis. Some alternatives which might be reasonable accommodations are:

**Providing extra time:** The student may require more time to process information, to read or to write, to proof read for accuracy, omission or spelling errors due to the disability. In addition, all students who are using taped or large-print exams, live readers or scribes should be allowed extra time.

**Providing alternative testing locations:** Allowing extra time usually means the student cannot take the exam along with the rest of the class. Since the classroom may be needed before the student is finished or the taped exam or reader/scribe will be too noisy for the rest of the class, it is common to take the exam in a location other than the classroom such as the Student Success Center. To take an exam in the Student Success Center, email [successcenter@lec.edu](mailto:successcenter@lec.edu) to make an appointment **no less than 48 hours prior to the requested appointment time.** Faculty members may choose to administer exams elsewhere may use department sites, such as conference rooms, prep rooms, or an office. It is important to ensure that the student is not interrupted during the exam.

**Altering the exam style:** There are many ways the style or content of an examination can be altered to fit the special needs accommodation. 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. Examples of alterations include but are not limited to:



- ❖ The modification of certain features on a test, such as translating chart information into verbal or tactile form for a student who is blind.
- ❖ The use of tape recorded exams for students with limited vision.
- ❖ The use of large print exams for students with limited vision.
- ❖ The use of a reader to read the exam out loud.
- ❖ Unless spelling is an intrinsic part of the exam, faculty may be asked to disregard spelling for students with disabilities in written expression.
- ❖ Faculty members are encouraged to suggest an alternate means of evaluating a student who exhibits difficulty with testing arrangements in a particular course.

## FREQUENTLY ASKED QUESTIONS

### **What is meant by “testing in the student success center with extended time”?**

The Student Success Center is open every day during the semester. This is usually the most convenient means of providing the accommodation. The additional time is decided upon an individual basis based on documentation, interview and other significant factors. Typically, the additional time offered is 50% extra. If the class is allowed one hour for an exam, the extended time would be a total of 90 minutes. In some cases, the faculty member may feel that he or she would rather provide a separate space (i.e., their office or conference room) on their own. In these cases, the faculty member would discuss the accommodation with the student, note the adjustment on the *Accommodations for Student with Disability* form that the student presents at the beginning of the semester and let the Director of the Student Success Center know so that the alteration can be documented.

### **Can you explain the *Accommodation for Students with Disability* form?**

The *Accommodations for Students with Disability* form is the formal communication tool regarding student needs to faculty. By signing this form, the faculty member indicates that a conversation has taken place with the student and all parties agree to the accommodations.

The student may decide not to approach a faculty member with the form, and therefore, will forfeit the accommodation in that class until they do so. We strongly suggest that the student

approach the faculty member by the second week of the semester to avoid complications later.

### **How do I schedule an exam in the Student Success Center?**

An appointment is mandatory in order to take an exam at the SSC and is scheduled on a first come first served basis. A testing schedule is provided to all registered students each semester. Exams can be scheduled by emailing [successcenter@lec.edu](mailto:successcenter@lec.edu). When scheduling an exam, have your course number and the time (include your extended time) you want to take your exam.

We have one room available for distraction-reduced testing where multiple students can take their exams in a quiet area during any scheduled time.

### **How do I receive tutorial services?**

Peer tutors are available for all students through the Academic Learning Center. Students are encouraged to sign up with a tutor as soon as possible each semester, by emailing [tutoring@lec.edu](mailto:tutoring@lec.edu), or stopping in the ALC, Garfield Center Room B10.