

STUDENT HANDBOOK



**Support Services for
Students with Disabilities
Glen Oaks Community College**

Glen Oaks Community College
62249 Shimmel Rd.
Centreville, MI 49032
(269) 467-9945 or (888) 994-7818
www.glenoaks.edu

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Welcome

Welcome to the Glen Oaks Community College Support Services for Students with Disabilities office. Our goal is to serve as your advocate, assure that you receive equal access to all Glen Oaks Community College programs, services, and facilities, and to help in any way we can to make your college experience a success.

Meet Our Staff

Karen Webber is the Student Support Specialist at Glen Oaks Community College. Karen conducts all of the intakes for the Support Services for Students with Disabilities office. Her office is in Student Services. Karen may be reached by calling (269) 294-4241 or by e-mailing her at kwebber@glenoaks.edu

Lyle Raven is the counselor for students with disabilities and the Director of the Glen Oaks Community College Support Services for Students with Disabilities office. Lyle reviews all accommodation requests, makes accommodation determinations, and provides all direct administrative services for disabled students. His office is in Student Services. Lyle may be reached by calling (269) 294-4242 or by e-mailing him at lraven@glenoaks.edu.

Differences Between High School and College in the Provision of Services for Students with Disabilities

Generally...

- There is more work in college.
- There is less time to complete assignments.
- There are less things contributing to your overall grade.

- There are limited opportunities for extra credit.
- There are more, and longer, papers.
- There are things on tests that are not covered in classes.
- There is a more formal relationship with instructors.
- There is more stress.
- You will need to be more independent in seeking out help if you need it.
- There is more responsibility.
- There are more things to distract you from your studies.
- There is often a necessity to juggle work and school schedules.
- It is much more important to learn how to manage your time appropriately.
- College is more competitive.
- Class attendance and note-taking are more important.
- You are responsible to seek out the Disability Support Services office, provide appropriate documentation, and receive accommodations.

Specifically...

The provision of services for students with disabilities in college is a subject about which there tends to be much confusion. Very often, students and their parents form their expectations about their rights and responsibilities based on their high school experiences. Although this is understandable, it is unfortunate, because students tend to think they have exactly the same rights and responsibilities in college that they had in high school. This is not the case. Listed below are some of the major differences between high school and college in the provision of services for students with disabilities.

- In high school, students are protected by three laws: IDEA (**I**ndividuals with **D**isabilities **E**ducation **A**ct), Section 504 of the Rehabilitation act, and Title II of the Americans with Disabilities Act. In college, IDEA, which covers students with disabilities until they graduate from high school or turn 21, no longer applies.

- In high school, the student is sought out by the school. In college the school is sought out by the student.
- In high school, education is mandatory. In college, education is voluntary.
- In high school, the school district is responsible for providing remedial services and receives federal funding to do so. In college, the provision of remedial services is not required and no federal funding is provided for the provision of remedial services.
- In high school, students may be placed in special education classrooms or resource rooms. In college, no special placement is provided.
- In high school, the school district is responsible to conduct and pay for necessary assessments and evaluations at no charge to the student. In college, the student is responsible to obtain the necessary assessments and evaluations and to provide the results to the college.
- In high school, parents must consent to evaluations and placement decisions. In college, parents are not consulted in evaluation and placement process.
- In high school, the school district develops a comprehensive Individual Education Plan. In college, the advisor for students with disabilities works with the student to determine necessary accommodations to meet the student's educational need.
- In high school, the school district ensures that the plan is implemented. In college, the student is responsible for following the plan.
- In high school, fundamental alteration of course content is sometimes allowed. In college, fundamental alteration of course content is never allowed.
- In high school, special education is provided as needed. In college, special education is never provided.
- In high school, personal services are provided as needed. In college, personal services are not provided.
- In high school, decisions are made by the educational team. In college, decisions are made by the student.
- In high school there is a success orientation. In college there is an ability to compete orientation.

Getting Started: The SSSD Intake

If you are an individual with a documented disability, and you would like to receive services from the Glen Oaks Community College Support Services for Students with Disabilities office, the first thing you need to do is schedule an intake with our Student Support Specialist. The intake is a simple process that takes about 1 to 1 ½ hours to complete and involves filling out the necessary paperwork for us to open a file for you and begin providing services. You may schedule an intake by calling (269) 467-9945 and asking for Student Services. You will need to complete an intake *before* you receive any services.

Confidentiality

All of our services are strictly confidential. We take this responsibility *very seriously*. Unless you give us written permission, we will not release any information about your disability to anyone outside of the Support Services for Students with Disabilities office, and those individuals who provide direct services to you and have a need to know. *You* decide who you want to know about your disability and how much you want them to know.

Services We Provide

The Support Services for Students with Disabilities office at Glen Oaks Community College provides a wide variety of services for students with documented disabilities. Services include, but are not limited to academic advising, advocacy with faculty and administration, the provision of auxiliary aids, career counseling, help with financial aid, referrals to community agencies, assistance with registration, and the provision of reasonable accommodations.

What Is an Accommodation?

The technical name for an educational accommodation is an “academic adjustment,” and that is exactly what an educational accommodation is. Students with documented disabilities are entitled to receive reasonable accommodations, or academic adjustments, that will level the playing field and allow them to compete on an equal basis with non-disabled students. The purpose of accommodations is to assure that disabled students are not discriminated against based on their disability. Accommodations are as varied as individuals with disabilities.

What Kinds of Accommodations Are Available?

A wide variety of accommodations are available, depending on your disability and documentation. Receiving additional time on tests, being allowed to test in a quiet environment, receiving readers for tests, permission to record lectures, the use of a scribe, special seating arrangements, print enlargements, note takers, the use of a mobility cart, etc. are available for use by qualified students.

In addition, auxiliary aids, including tape recorders, the use of special ergonomic keyboards, voice recognition software, screen readers, large monitor computer stations, FM amplification systems, spell checkers, special magnification machines, etc. are available for use by qualified students.

What Do I Need to Do to Receive Accommodations?

In order to receive accommodations at Glen Oaks Community College, you will need to provide the Support Services for Students with Disabilities office with acceptable documentation of your disability. We will ask you for this documentation during your intake, so be sure to bring it with you, if you have it, to your appointment. Our Student Support Specialist will be happy to help you get documentation, if this is necessary.

If you do not have documentation to bring to your intake we will complete the necessary paperwork to open a file for you but we *will not be able to provide accommodations for you until your documentation is received, evaluated and accepted.*

Please refer to the official Glen Oaks Community College accommodation policy below for details on the documentation requirements to receive accommodations from Glen Oaks Community College.

The provision of accommodations for students with disabilities is a subject about which there tends to be much confusion. Very often students form their expectations about their rights and responsibilities based on their high school experiences. Although this is understandable, it is unfortunate because students tend to think they have exactly the same rights and responsibilities in college that they had in high school. This is not the case. Although Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 carry over from high school, IDEA (Individuals with Disabilities Education Act), which applies in high school, does not carry over to post-secondary institutions such as Glen Oaks.

Receiving accommodations at Glen Oaks Community College is a highly individualized and interactive process involving the student's history and self-report; the Support Services for Students with Disabilities counselor's clinical observations and professional judgment, and objective third-party documentation. The relative importance of each of these factors varies depending on the student's history, specific circumstances and the disability for which the student is requesting accommodations.

Although many disabilities are relatively stable, ideally documentation of disability should be as recent and specific as possible, should come from an objective and appropriate third-party that is qualified to provide documentation for the specific disability, should include a specific diagnosis and should relate the disabling condition to the recommended accommodations.

Accommodations at the college level are not designed to give students with disabilities advantages over non-disabled students. Rather, accommodations should "level the playing field" so disabled students are not discriminated against based on their disability and are able to compete equally with non-disabled students. Any accommodation that gives a disabled student an academic advantage over a non-disabled student, or any accommodation that requires fundamental alteration of the core intent and content of a course, is not allowed.

The Support Services for Students with Disabilities office is available to help you make the sometimes difficult transition from high school to college. Let us help you...help yourself!

Rights and Responsibilities

Student

***As a student at Glen Oaks Community College
with a documented disability you have the right to...***

- Not be discriminated against based on your disability
- Reasonable and effective accommodations
- Have all verbal and written disability information provided to the Support Services for Students with Disabilities office treated in a confidential manner
- Expect the Support Services for Students with Disabilities office advocate for your needs
- Appeal decisions of the Support Services for Students with Disabilities office

***As a student at Glen Oaks
Community College with a documented
disability you have the responsibility to...***

- Self-identify to the Support Services for Students with Disabilities office

- Provide appropriate documentation of disability as a condition of receiving accommodations
- Advocate for yourself
- Seek reasonable accommodations only through the Support Services for Students with Disabilities office
- Make requests for accommodations early
- Notify the Support Services for Students with Disabilities office of problems you are experiencing with respect to receiving accommodations
- Provide your own personal aid, if necessary
- Report your special needs and concerns to faculty as early as reasonably possible
- Meet all of the academic requirements of the class with or without accommodations

Faculty

Faculty at Glen Oaks Community College has the right to...

- Require verification of a student's disabled status from the Support Services for Students with Disabilities office
- Uphold the academic integrity of their class
- Insist that all quizzes and tests administered outside of the classroom be administered in a secure manner

Faculty at Glen Oaks Community College has the responsibility to...

- Maintain confidentiality with respect to the disabled status of your students
- Talk with your students with disabilities privately about what you may do to accommodate their unique needs
- Include a statement in your syllabus to students with Disabilities about receiving services from the Support Services for Students with Disabilities office
- Act immediately on official accommodation request that come through the Support Services for Students with Disabilities office
- Only provide accommodations to students who go through the Support Services for Students with Disabilities office
- As much as possible, follow the principles of Universal Design in the presentation of class material
- Assure that all material presented in class, including all media, is in an accessible format
- Not ask a student if they are disabled
- Identify the essential functions, abilities, skills, and knowledge of your class
- Notify the Support Services for Students with Disabilities office if you disagree with or are having difficulty meeting accommodation requests

Support Services for Students with Disabilities

The Glen Oaks Community College Support Services for Students with Disabilities office has the right to...

- Receive appropriate documentation for accommodation requests in a timely manner
- Expect the student to work cooperatively with the Support Services for Students with Disabilities office and faculty in providing appropriate services and accommodations
- Deny accommodation requests that would result in eliminating or reducing the core intent or academic content of a class
- Deny unreasonable, undocumented, or insufficiently documented accommodation requests

The Glen Oaks Community College Support Services for Students with Disabilities office has the responsibility to...

- Provide students with disabilities with equal access to all educational and co-curricular programs, services and activities of Glen Oaks Community College
- Provide reasonable and effective accommodations to eligible students
- Maintain all verbal and written disability information provided to the Support Services for Students with Disabilities office in a confidential manner
- Advocate for students with disabilities with faculty and Glen Oaks Community College as a whole
- Assist disabled students in clearly identifying their strengths and functional limitations
- Clearly communicate standards and expectations to both students and faculty

APPENDIX ONE

For Parents

The provision of accommodations for disabled college students is a subject about which there tends to be much confusion. Very often parents and students form their expectations about their rights and responsibilities in college based on their high school experiences. Although this is understandable, it is unfortunate, because parents and students tend to think they have exactly the same rights and responsibilities in college that they had in high school. This is not the case. Although Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 carry over from high school, IDEA (Individuals with Disabilities Education Act), which applies in high school, does not carry over to post-secondary institutions such as Glen Oaks.

This difference in law results in a difference in the way services are provided in college. Stated simply, it is much more important for students with disabilities to advocate for themselves in college than it is in high school. This is true for two reasons:

- The service model in college is very different than in high school. In college, there are no IEPs or 504 plans. There is no team coordinating and providing services for students with disabilities. There is no “special education.” There is no “resource room.” Instead, the student is responsible to seek out the Support Services for Students with Disabilities office, to present appropriate documentation to receive accommodations, and to advocate for him or herself. Although eligible students may receive accommodations, they are required to meet the same academic requirements as everyone else.
- A college student is legally an adult and, as such, is the only one who can initiate services. Indeed, the Support Services for Students with Disabilities office may not disclose any information to parents without the explicit, written permission of the student.

Although these differences can be a bit scary at first, they are really a wonderful “transitional” opportunity. Self-advocating, and becoming more independent, are not only important factors in being successful in college, but they become increasingly important after college, when the student becomes involved in the workforce. Your child will have to be able to talk about their disability and advocate for him or herself if they wish to receive accommodations on the job. Therefore, now is the ideal time for them to begin to develop these important skills.

You have helped your child get into college. You should be proud! But now is the time to assume a supportive role, and let your child grow in their ability to control and manage their own life. Although this is hard to do in the short run, it is the best thing you can do for them in the long run.

APPENDIX TWO

Q & A

Am I required to disclose my disability?

No. However, if you do not disclose your disability to the Support Services for Students with Disabilities office, you will not receive any accommodations or services.

Am I required to use all of my accommodations?

No. You may use any, all, or none of your accommodations for any of your classes. The decision is entirely yours.

Are disabled students held to the same behavioral standards as everyone else?

Yes. All Glen Oaks Community College students are required to abide by the Student Code of Conduct. Threatening or disruptive behavior will not be tolerated by **any** Glen Oaks Community College student.

Are your services confidential?

Absolutely!

Does Glen Oaks provide personal attendants?

No. Personal attendants are not provided at the post-secondary level.

How soon should I request accommodations?

The sooner the better. Some accommodations take time to arrange and the Support Services for Students with Disabilities office requests that request for accommodations be made as early as reasonably possible.

Is there a charge to receive services?

Never.

May I appeal a decision of the Support Services for Students with Disabilities office?

Yes. Appeals should be directed to the Glen Oaks Community College Civil Rights Coordinator.

May I receive accommodations retroactively (after I do poorly on a quiz or test)?

Never. That is why it is so important to arrange for accommodations as early as possible.

May I receive accommodations without going through the Support Services for Students with Disabilities office?

No. An integral part of determining eligibility for accommodations is receiving and reviewing documentation of disability. Only the Support Services for Students with Disabilities office is equipped to do this.

What are the characteristics of ideal disability documentation?

Ideally, disability documentation should be as recent as possible, should include a diagnosis of disability made by a professional qualified to make the diagnosis, should request specific accommodations, should connect the requested accommodations to the disability, and should be on professional letterhead.

What should I do if an instructor refuses to grant my accommodations?

Be respectful and do not argue with the instructor. Inform the Support Services for Students with Disabilities office as soon as possible. It is their job to serve as your advocate and they will work with you and the instructor to resolve the situation.

Why are the accommodations I receive at Glen Oaks different than those I received in high school?

After a student graduates from high school, they are no longer under the Individuals with Disabilities Education Act (IDEA). They continue to be protected, however, by Title II of the Americans with Disabilities Act as Amended, and Section 504 of the Rehabilitation Act of 1973. The overall orientation of IDEA is success. The overall orientation of ADA and Section 504 is to protect disabled students from being discriminated against by providing them equal access to all programs and activities. The differences in underlying law may result in a difference in services and accommodations provided.

Accommodations at the college level are not designed to give students with disabilities advantages over non-disabled students. Rather, accommodations should “level the playing field” so disabled students are not discriminated against based on their disability and are able to compete equally with non-disabled students. Any accommodation that gives a

student with a disability an advantage over a non-disabled student, or any accommodation that requires fundamental alteration of the core intent and content of a course, is not allowed.

What is the first thing I need to do if I wish to receive services?

Schedule an intake. You may do so by contacting the Student Support Specialist. You may do so by calling 269-294-4241 or e-mailing kwebber@glenoaks.edu

APPENDIX THREE Helpful Links

ADA <http://www.ada.gov>

Americans With Disabilities Act As Amended Text <http://www.ada.gov/pubs/ada.htm>

Effective College Transition Planning <http://www.stjoecmh.org>

Glen Oaks Community College Occupational Student Success Program
<http://www.glenoaks.edu/currentstudents/counselingcenter/Pages/occupationalstudentsuccess.aspx>

Glen Oaks Community College TRiO Program
http://www.glenoaks.edu/currentstudents/TRIO_SSS/Pages/default.aspx

Glen Oaks Community College Tutoring and Testing Services
www.glenoaks.edu/currentstudents/tutoringtesting/Pages/tutoringcenter.aspx

Goodwill Industries <http://www.goodwill.org>

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities <http://www2.ed.gov/about/offices/list/ocr/transition.html>

Learning Disabilities Association of America <http://ldaamerica.org>

Michigan Rehabilitation Services
http://michigan.gov/dhs/0,4562,7-124-5453_25392_40237---,00.html

Michigan Works <http://michiganworks.org>

Saint Joseph County Community Mental Health and Substance Abuse Services
<http://www.stjoecmh.org>

Saint Joseph County Literacy Council <http://sjcliteracy.com>

Saint Joseph County Transitions Council <http://sjcisid.org/page/272>

APPENDIX FOUR

The Top Ten Statements Overheard From Students Who Later Washed Out of College

10. “Hey, there’s no rush. I’ll just get in and worry about getting up to speed later.”

No! You need to meet with the Disability Support Services advisor *early* to make sure everything is in place *before* your classes begin. Many accommodations take time to arrange and if you wait too long to meet with the advisor for students with disabilities, you may not receive needed accommodations in a timely manner.

9. “I don’t know what else to do, so I guess I’ll go to college!”

Many students quit college because they don't know why they are going in the first place. If you are not motivated to go to college in the first place, you will find it very easy to quit college when the going gets tough, which it inevitably will. Why do you want to go to college? Do you need to get some career counseling?

8. "Rules are made to be broken, aren't they?"

When you fight the "system" at the college level, the "system" wins. You need to learn how to "play the game" so that you, not the "system" ends up as the winner.

7. "I can do anything as long as I want it bad enough."

This is great as an ideal, but if taken to an extreme, it leads to failure every time. You cannot, for example, work full-time, take 20 hours of college classes, refuse to take advantage of needed accommodations, and expect to succeed in college. Are your goals realistic? Often, in transitioning from high school to college, students fail because they set unrealistic goals.

6. "Attendance isn't all that important. I'll just borrow someone's notes before the test."

The number one correlation to success in college is attendance and active involvement in your classes. You need to go to class, sit near the front, actively participate, ask questions, take good notes, and study hard, if you want to succeed in college.

5. "I guess I just can't succeed in college. I must not be the college type."

If you find yourself struggling in your classes, for whatever reason, don't give up; get help!

4. "Help. Who needs help? I can succeed on my own."

No, you can't. We all need help. At every college there is lots of help available. Learn to seek it out until you find it.

3. "I'm not really worried about how I'm doing. After all, I have a documented disability. I'm entitled to succeed."

Having a documented disability does not entitle you to succeed. It entitles you to compete on a level playing field with students who do not have a documented disability. All students need to study and work hard to succeed in college. That includes you.

2. "I don't know much about my disability, but that's okay. They have experts at the college who know about that kind of stuff."

You are the best expert on your own disability. You need to be able to tell the advisor for students with disabilities about your disability, the kinds of services and accommodations you received in

high school, and how the college can help you succeed. One of the biggest differences between high school and college is that in college, you need to take much more responsibility for advocating for yourself.

1. “Documentation. Who needs documentation? I received services and accommodations in high school, so I’ll receive the same services and accommodations in college, right?”

Wrong. In order to receive accommodations in college you need to have recent (ideally within three years), accurate and sufficient documentation of your disability. A college is *not* obligated to grant you accommodations based on your high school IEP alone. In addition, you are *not* automatically entitled to all of the accommodations and services you received in high school, even with recent and sufficient documentation. Make sure you provide documentation to the advisor for students with disabilities well before your classes are scheduled to start. This will allow you plenty of time to discuss accommodations and to prepare for possible differences between the services you received in high school, and those you are entitled to receive in college.

APPENDIX FIVE

The “Secrets” to Success in College

Many people feel that success in college is related to having a high IQ, the right background, or just plain luck. It isn’t. Anyone who wants to be successful in college needs to regularly attend their classes, ask questions, take good notes and study hard.

If you are a student with a disability, you have some added challenges. First, you need to start early. Some accommodations take time to arrange so you should schedule your intake with the Student Support Specialist as early as possible.

Second, you need to learn to advocate for yourself. One of the main differences between high school and college is that, if you have a disability, you are responsible to identify yourself and seek out services. You are the best expert on what you need to be successful in college. Learn how to speak up for yourself and find the help you need.

Finally, be realistic. Remember, academic standards are not lowered, and fundamental alteration of course content is not required in college. In light of these realities, learning to set realistic goals will greatly increase your chances of success.