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Introduction

The Services for Students with Disabilities (SSD) Handbook was created to inform Lakes Region Community College’s (LRCC) new and current students, staff and faculty about the disability support services and materials available at the LRCC. Usage of the SSD is a choice made directly by the student and includes assistance available through academic support services, faculty, staff, administrators and fellow peers. It is the student’s responsibility to understand and utilize the available resources at LRCC. Prior to and during a student’s academic enrollment at LRCC, the Coordinator of Disabilities is available through the Teaching, Learning & Career Center (TLCC) to answer questions related to accommodations, referrals, and other inquiries about SSD.

Important Note

Any information described in the SSD Handbook is subject to change. The handbook is published for informational purposes only and does not form a contract between the LRCC student, applicant for admission, or other persons.
Mission

It is the mission of LRCC’s SSD to provide equal educational access, opportunities and experiences to all qualified students with documented disabilities who register with the SSD. Reasonable accommodations are provided to students to allow them achievement at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills, as they assume responsibility for reaching their academic and career goals.

Code of Ethics

LRCC is an Institutional Member of the Association of Higher Education and Disability (AHEAD). The SSD staff adheres to the Code of Ethics established by AHEAD, as follows:

We agree that these principles are the Code of Ethics for postsecondary disability service providers. As professionals, we are responsible for upholding, supporting, and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

- Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.
- Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student’s disability.
- Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
- Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed, or affiliated with other professionals or organizations, they comply with those professional guidelines as well.
- Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.
Notice of Non-Discrimination

LRCC does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, political affiliation, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System of New Hampshire and LRCC. It refers to, but is not limited to, the provisions of the following laws:

- Titles VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1991
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Larissa Baia, Lakes Region Community College, (603) 524-3207, or to Sara A. Sawyer, Director of Human Resources for the Community College System of New Hampshire, 26 College Drive, Concord, NH 03301, (603) 271-6300. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, Region 1, 1875 JFK Federal Building, Boston, MA 02203, (617) 565-1340; the NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301, (603) 271-2767; and/or the Equal Employment Opportunity Commission, JFK Federal Building, Boston, MA 02203, (617) 565-3200.
Location

SSD are located in the TLCC (Teaching, Learning & Career Center) on the 2nd floor of the Turner Building. The TLCC is home to academic, career and internship, and counseling and mentoring services.

Staff

Maureen Baldwin  
*Coordinator of Disabilities Services*  
603.366.5270  
Email: mbaldwin@ccsnh.edu

Gloria Moulton  
*Academic Support/Career Services*  
603.366.5264  
Email: gmoulton@ccsnh.edu

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603.366.5388  
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*Program Specialist*  
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Email: kleigh@ccsnh.edu

Disabilities and Accommodations

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008, LRCC recognizes that the physical, learning, sensory, or emotional challenges encountered by our students may require additional supports and accommodations to equalize their opportunities. LRCC is committed to providing supports that allow otherwise qualified individuals with disabilities to succeed. LRCC recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activities. An impairment constitutes a disability only when it is severe enough to result in a “substantial limitation in one or more major life activities” for the individual.

Such major life activities are defined as “the ability to perform functions such as walking, seeing, hearing, speaking, and breathing, learning, working, performing manual tasks and taking care of oneself.

There are legal requirements embodied in Section 504 of the Rehabilitation Act of 1973 and ADA, which require that both physical and programmatic access must be provided to all students with disabilities.

In order to comply with mandates of Section 504, colleges and universities must assure that the same educational programs and services offered to other students are offered to students with disabilities.
This means that reasonable accommodations must be made in the instructional process to ensure full educational opportunities.

Documentation regarding each student with a disability is kept within the SSD office. Based on the quality of authenticity of the documentation, the qualifications of the professional who certifies the existence of the disability, and the demonstrated need, reasonable accommodations are provided to ensure fairness to all LRCC students.

An accommodation is reasonable if it:

- Is based on documented individual needs
- Allows the most integrated experience possible
- Does not compromise the essential requirements of a course or program. The student must display adequate mastery of course material and meet essential requirements of academic departments.
- Does not pose a threat to personal or public safety
- Does not impose undue financial or administrative burden
- Is not of a personal nature. Tutoring, unless available to all students and personal care attendants are considered to be services of personal nature.

Disabilities Policies: Know Your Rights & Responsibilities

[This information is provided by the U.S. Department of Education. To assist students in finding LRCC-specific information that relates to sections of this document, such information is italicized.]

It is becoming more prevalent for high school students with disabilities to continue their post-secondary education through enrollment in vocational and career schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities post-secondary schools have towards assisting you. Being well informed will help ensure that you have a full opportunity to enjoy the full benefits of a postsecondary education experience.

The information in this section of the DSS Student Handbook is provided by the Office for Civil Rights (OCR) in the U.S. Department of Education. It explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This information also explains the obligations of a postsecondary school to provide reasonable accommodations, and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), and the ADA Amendments Act (ADAAA) of 2008, which prohibits discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one (or both) of these laws, which have similar requirements.

Although K-12 public school districts and postsecondary schools must comply with these same laws, the responsibilities of postsecondary schools are significantly different from those of K-12 school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary
schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education. The following questions and answers provide more specific information to help you succeed.

**Frequently Asked Questions**

**As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**
Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires that a school district provide a free appropriate public education (FAPE) to each child with a disability in the district’s jurisdiction. Whatever the disability, a school district must identify an individual’s educational needs and provide any regular or special education and related aids and services necessary to meet those needs, as well as meeting the needs of students without disabilities.* Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide reasonable accommodations as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to students without disabilities, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost. Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

**May a postsecondary school deny my admission because I have a disability?**
No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Do I have to inform a postsecondary school that I have a disability?**
No. However, if you want the school to provide a reasonable accommodation, you must identify yourself as having a disability to SSD. Likewise, you should let SSD know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary and up to you to disclose to University officials.

**What academic accommodations must a postsecondary school provide?**
The reasonable accommodation must be determined based on the impact of your disability and individual needs. Academic accommodations may include auxiliary aids and adjustments to academic requirements that are necessary to ensure equal educational opportunity. Examples of such accommodations are: priority course registration, reducing a course load, substituting one course for another, extended time for testing, computers with screen-reading software, and voice recognition (or other adaptive software or hardware).
In providing an academic accommodation, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program, or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.
If I want an academic accommodation, what must I do?
You must inform SSD that you have a disability and need a reasonable accommodation. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs. Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include (in their publications providing general information) information on the procedures and contacts for requesting a reasonable accommodation. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request a reasonable accommodation?
Although you may request a reasonable accommodation from your postsecondary school at any time, you should request it as early as possible. Some reasonable accommodations may take more time to provide than others. You should follow your school’s procedures to ensure that your school has enough time to review your request and provide reasonable accommodations. Please contact Services for Students with Disabilities once you have been accepted to LRCC.

Do I have to prove that I have a disability to obtain an academic accommodation?
Generally, yes. Your school will probably require that you provide documentation that shows you have a current disability and need a reasonable accommodation. See guidelines listed in this handbook and online within the SSD website.

What documentation should I provide?
LRCC requires that you provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, the date of the diagnosis, how the diagnosis was reached, the credentials of the professional, how your disability affects a major life activity, and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is a reasonable accommodation. Although an Individualized Education Program (IEP) or Section 504 plan (if you have, or had one in K-12) may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change. If the documentation that the student has does not meet the postsecondary school’s requirements, a SSD staff member will let the student know in a timely manner what additional documentation should be provided. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?
Postsecondary schools are not required to conduct or pay for a new evaluation to document your disability and need for academic and nonacademic accommodations. This may mean that the student will have to pay (or find funding to pay) an appropriate professional for an evaluation. If the student is eligible for services through their state vocational rehabilitation agency, they may qualify for an evaluation at no cost to themselves. State vocational rehabilitation agencies can be contacted through the following Department of Education Web page:
http://www.ed.gov/about/offices/list/osers/rsa/index.html.
Once the school has received the necessary documentation from me, what should I expect?
The coordinator of disabilities will compile all of your information, review the evaluations and the IEP/504, and write the reasonable accommodations. You will then meet with the coordinator to go over the reasonable accommodations, sign your approval and take them to the appropriate instructors.

Should a postsecondary school charge me for providing academic accommodations?
No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?
Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school’s compliance with Section 504 or Title II, or both laws. You may contact this person for information about how to address your concerns. The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school’s grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints. School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request. At Lakes Region Community College, contact the Larissa Baia, VP of Student Services at 603-524-3207.

If you are dissatisfied with the outcome from using the school’s grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure “How to File a Discrimination Complaint with the Office for Civil Rights,” which you may obtain by contacting us at the addresses and phone numbers below, or at http://www.ed.gov/ocr/docs/howto.html.
If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education’s Obligations Under Section 504 and Title II of the ADA. You may obtain a copy by contacting us at the address and phone numbers below, or at http://www.ed.gov/ocr/docs/auxaids.html. To receive more information about the civil rights of students with disabilities in education institutions, contact:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481 TDD: 1-877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

The Lakes Region Community College is committed to providing appropriate accommodations and services to students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 including changes made by the ADA Amendments Act of 2008.
Procedures for Disclosing and Accessing Disabilities Support Services

It is the responsibility of each student seeking accommodations and services at LRCC to provide a comprehensive evaluation, appropriate to the diagnosis, illustrating the diagnosis and its impact to SSD, prior to receiving such services through the office. Accommodations and services are not retroactive. The determination of reasonable accommodations rests with DSS, which is the College’s designated service provider for students with disabilities. Accommodations are always individually determined. A prior history of accommodations, without demonstration of a current need, does not, in and of itself, warrant the provision of a like accommodation.

Recommendations from qualified practitioners are considered to be a significant part of the intake process, but there is no guarantee that all recommendations will be implemented or assigned, as they are not binding to this College. SSD may find that while a recommendation is clinically supported, it is not the most appropriate accommodation, given the requirements of a particular student’s academic program. In addition, SSD may also propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested. A large portion of the provision of reasonable accommodations and services is based on SSD’s assessment of the current impact of the disability on academic performance; it is in the student’s best interest to provide recent and appropriate documentation, so as to not incur unnecessary delays. SSD reserves the right to determine eligibility for services based on the quality of the submitted documentation. SSD accepts a copy (electronic or paper) of a student’s documentation. The College strongly encourages students to keep the original in a medical file at home.

Documentation and Request for Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008, Services for Students with Disabilities (SSD) at the Lakes Region Community College (LRCC) is responsible for providing reasonable accommodations for qualified LRCC students with disabilities. Students with disabilities must self-identify and provide proper documentation by a licensed or certified official; this official must be skilled in the diagnosis of such a disability. A clear typewritten statement must be given on official letterhead from the diagnostician. Individual accommodations are determined after careful and thorough review of the student’s documentation, on a case-by-case basis, while maintaining the highest level of academic integrity set forth by LRCC. These reasonable accommodations are designed to ensure that evaluation of the student reflects their abilities rather than focusing on their disabilities. Documentation regarding each student with a disability is kept within the SSD office and is treated as private medical information. All files are destroyed 5 years after the student has left LRCC. Documentation is to be current (generally within 3 years and in some cases more recent information, within 6 months, may be required). Guidelines are available online, in the SSD office and in this handbook. The guidelines are available to assist the student when working with the SSD staff and their physician, psychologist, diagnostician or other practitioner, to provide appropriate and comprehensive documentation.

Contact: Maureen J. Baldwin, Coordinator of Disability Services
Email: mbaldwin@ccsnh.edu
Telephone: 603-366-5270 or in NH 1-800-357-2992
To receive accommodations at Lakes Region Community College under the Rehabilitation Act of 1973, Section 504, a student must follow these steps:

1. **Be admitted to, or enrolled in, a Lakes Region Community College program or course.**

2. **Submit official, current, valid documentation of the disability to the Coordinator of Disabilities.**

   Individuals requesting accommodation must provide current documentation (within 3 years) of their disability from a physician or licensed professional such as a psychologist, psychiatrist, school psychologist, or certified educator. This includes a current IEP or 504 plans and the most recent testing such as IQ, academic and specialty area (speech/language, visual, auditory, emotional, physical and the like).

   If a student brings his/her documentation directly to an instructor or advisor, the instructor/advisor needs to request that the student forward the information to Maureen J. Baldwin, Coordinator of Disabilities Services, in the Teaching, Learning, & Career Center. This is confidential information.

3. **Make an appointment and meet with the Coordinator of Disabilities Services to discuss services available through the Teaching, Learning, & Career Center.**

   At this initial consultation, the student and the Coordinator of Disabilities services will discuss the student’s documentation. For students with valid documentation, appropriate accommodations will then be discussed. The Coordinator of Disabilities Services will develop the accommodations as well as recommend support systems. When completed, the student will sign in approval.

4. **Give your reasonable accommodations to each of your instructors.**

5. **Meet with the Coordinator of Disabilities on an as-needed basis.**

6. **Meet with the Coordinator of Disabilities at the beginning of each new academic semester to formally update your accommodations.**

7. **You are expected to update and sign your Accommodation Plan within the first two weeks of each new academic semester. Failure to do so could result in your not receiving needed academic supports.**

**Facilitated Communication**

It is the policy of the system colleges, through their respective Coordinators of Disabilities, to provide all accommodations deemed reasonable and appropriate in compliance with Federal and state requirements. Facilitated communication is a technique by which a “facilitator” provides physical and other supports in an attempt to assist a person with a significant communication disability to point to pictures, objects, printed letters and words, or to keyboard. Both the American Psychological Association and the American Speech-Language-Hearing Association have developed position papers in which they state they can find no conclusive scientific evidence that facilitated messages reliably express the feelings, ideas, and intentions of the disabled individual. The American Psychological Association states: “facilitated communication is a controversial and unproved communicative procedure with no scientifically demonstrated support for its efficacy.” The American Speech-Language-Hearing Association states: “When information available to facilitators is controlled and objective evaluation methods are used, peer-reviewed studies and clinical assessments find no conclusive evidence that facilitated
messages can be reliably attributed to people with disabilities.

The System colleges must be assured that the academic standards and competencies for a course are being met by the student when a course is taken for credit. Since it cannot be definitively demonstrated that by using facilitated communication the student, as opposed to the facilitator, has mastery of the subject matter, facilitated communication is not a reasonable or appropriate accommodation that the College is required to provide. While determination on the appropriateness of reasonable accommodations is made on a case by case basis by the Coordinator of Disabilities in consultation with the instructor, the Colleges do not accept a scientifically discredited technique, such as facilitated communication, as meeting the academic standards or demonstrating student competency. In distinguishing between augmented communication and facilitated communication, in particular, the College must be satisfied that all work is being done by the student and not by an intermediary agent.

Confidentiality

SSD handles individual student information and documentation as private information. LRCC SSD does not release any information regarding an individual's diagnosis or medical record without his/her written consent, or under compulsion of legal process. Information will be released only on a "need to know" basis, except where otherwise required by law. All information in the student’s disability file is the property of SSD. The student may request to review the contents of his/her own file. This must be done by giving 24 hour written notice to the Director of Disability Services.

Documentation can be submitted by the student to the SSD office by the following means:

1. Dropping the information off in person to the SSD office, located in the main building’s Learning Center.
2. Emailing the Director of Disability Services mbaldwin@ccsnh.edu
3. Mailing a copy to:
   
   Lakes Region Community College
   Services for Students with Disabilities: Attn. Maureen Baldwin
   379 Belmont Rd.
   Laconia, NH 03246

If, after consultation with the student and his/her practitioners, the documentation does not meet LRCC SSD guidelines, the following steps will be taken:

1. If the documentation clearly documents a disability that is outside the reasonable time limits and no longer describes the student’s current level of functioning, SSD will ask the student for an updated assessment to obtain current information.

2. If, after review by SSD, the student’s documentation does not support a disability as covered under ADAAA, and/or does not create a nexus to the requested accommodation(s), the request will be deemed unreasonable and the student will not be eligible for that particular requested reasonable accommodation(s) at that time. SSD staff will consult with the student as to whether there is a type of evaluation/assessment needed to be considered a permanently registered student. There may be cases where no level of documentation will find a disability and justify accommodations.
3. SSD may also refer the student to other services at LRCC, such as the college Learning Center, which provides, writing, reading and study skills, as well as tutors in various subjects. The Learning Center is a resource that is available to all LRCC students.

**Professor Notification**

Appropriate documentation for students with diagnosed disabilities will be kept on file in the Learning Center office. The student is responsible for making a specific request to the professor of each class in which accommodations are needed. In order to receive testing accommodations, the student must provide the required documentation for the disability in a timely manner to the Learning Center office and must comply with the procedures for accommodations that have been described in this handbook.

**Support Services for Students with Disabilities**

LRCC is committed to providing excellent support to students with documented disabilities. An individually structured program has been designed to accommodate students with varying needs. Our professional staff works to help each student design strategies for academic success and career support. Accommodation Plans are determined through a review of the documentation provided by the student and the recommendation of the Coordinator of Disabilities Services, who works closely with each individual. The student will have access to our services prior to, during, and after enrollment at LRCC. The following services are provided to the needs of the student:

- Individual support from Academic Support Staff, Peer-tutors and Master Mentor
- Specialists who adhere to the individualized accommodation of student needs and acts as liaison with Coordinator of Disability Services of LRCC. Our Learning Center Specialists will support the student through graduation with intensive emphasis on the student's first and second year.
- Specialized academic advising
- Self-Advocacy and social coaching, as needed
- Implementation of accommodations to be used for LRCC classes
- Assistive Technology Lab with state-of-the-art software
- Test Taking Lab including a quiet, professionally proctored environment allowing for extended time as needed
- Alternative textbook format, i.e., available computer software, enlarged print, digital textbooks
- Walk-In Peer Tutoring, led by students who are recommended by department faculty
- Writing and Math Labs taught by Academic Support staff
**Academic Support Staff**

SSD and The Learning Center work together to assist the needs of the LRCC students. Test scores and improved academic performance have validated a record of success with our students. Instruction in comprehension and study skills has provided a foundation for making the necessary transition from high school courses to a college level curriculum. Our Academic support staff offers one-on-one instruction is to help students who have reading, writing, mathematical, cognitive processing, and verbal expressive difficulties. The Academic Support Staff offers to work with students in the following ways:

**Program Specialist (Perkins Grant Funded Position: Program Improvement Manager)**

Each student who is enrolled at LRCC will have the opportunity to meet with our Program Improvement Manager on a weekly basis. Many of our students tell us that the Program Improvement Manager relationship is key to making the transition into college life; our first year students have described the Learning Center’s Program Improvement Manager as an "anchor."

The Program Improvement manager offers to work with students in the following ways:

- Developing academic, organizational, and self-monitoring strategies
- Discussing priorities and motivational outlook
- Deciding about accommodations to be used for college classes
- Self-Advocacy coaching to describe needed accommodations to faculty
- Advising and preferential registration for academic scheduling the first three semesters (we continue to stay involved to graduation)
- Connecting to services within our program support system
- Linking with other campus offices for additional referral and support
- Processing the individual’s transition to college and general functioning

**Peer-Based Tutoring**

The Learning Center’s peer-tutoring program serves all students at LRCC. The mission of the tutoring program is to promote independence in learning. The tutoring program provides faculty-recommended tutors who are trained and supervised to assist students in various college subjects. Students who would like assistance with class assignments, projects, reports, etc., may schedule a one-on-one tutoring session (while walk-ins are welcome, please note that there is no guarantee of the availability of our tutors without a scheduled session). All these sessions are held in the LRCC Learning Center or Library. Peer Tutors maintain at least a B average. The Peer Tutors offer consistent, reliable, and personalized help in a variety of subjects offered at LRCC.

**Study Groups**

Peer-led study groups may be organized for classes in the event the class is not covered by the Walk-In Tutoring Program. The professor teaching the class recommends the study group leader. Study group times and locations will be announced in the class.

**Teaching, Learning & Career Center Hours:**

Proctoring:  Monday, Wednesday & Friday  8:00am – 4:00pm

Tutoring:  Monday - Friday 8:00am – 4:00pm**

*Hours are subject to modification during each new semester, holidays, final exams, and campus events.
**Evening hours by appointment only.
The Test Lab serves the campus in three ways:

- Students with diagnosed learning disabilities may request the use of the Test Lab for the provision of extended time and other special testing accommodations that are indicated by documentation submitted by the student.
- The Comprehensive Advisor, who works closely with the student, will review this documentation and determine appropriate testing accommodations.
- By special request, a member of LRCC faculty may arrange for a student to take a make-up test to be proctored by the Lab Coordinator on duty.

Test Lab Policies

*It is very important that students follow procedures listed below in order to utilize the Test Lab for accommodations, students will not be permitted to take a test in the Test Lab without an appointment*

- Instructors should submit a completed Test Administration Form, either in person in the Learning Center or via email ([mbaldwin@ccsnh.edu](mailto:mbaldwin@ccsnh.edu)) between the hours of 8:00 a.m. and 4:00 p.m. to schedule an appointment in advance. Tests are to be taken within the timeframe specified by the Instructor. Make-up exams can be scheduled at an indicated time by your professor.

Please Note: No tests will begin after 3:00 p.m. in the Test Lab.

- The student should notify the professor of his or her need to test in the lab at least two days in advance of each test.
- The student should check with the professor in person, not by email, the class period before the test will be given, about the arrangement for test delivery.
- The student must notify the Test Lab Supervisor if the Test Lab is responsible for test pick up or if the professor plans to drop the test off to the Test Lab.

If a word processor is needed for an essay exam, the student should notify the Test Lab Supervisor or Coordinator when he or she makes the appointment to take each test.

- The student should arrive at the Test Lab at the same time the class meets unless written or verbal permission from the professor has been given directly to the Test Lab Supervisor or Coordinator. If a student arrives late for an exam, the student should contact the professor to arrange for a make-up exam (unless the professor indicates to the Test Lab Supervisor that the exam can be taken at any time).
- The student will not be permitted to leave the Test Lab once testing has begun. Take care of your physical needs before entering the Test Lab.
- All personal belongings should remain outside of the Test Lab while testing (including electronic devices).
  The Test Lab will provide students with spell-check technology and calculators as needed.
- The Test Lab Supervisor arranges for the confidential return of the test to the professor.
Software to Assist with Reading and Writing

**Kurzweil 3000TM** is a state of the art text-to-voice software program. Kurzweil 3000 converts written text into a synthesized speech. This software is especially helpful for students who are dyslexic, for students who are visually impaired, and for students who are slow readers. Kurzweil 3000 helps students increase reading speed and comprehension. It uses a multisensory approach that allows students to both hear and see the text as they read. Kurzweil 3000 will even let students type text and hear the text as they type it. The program is user-friendly and requires very little training time. Students may choose from a variety of voices and may adjust reading rate, font size, and the color as well as the amount of text highlighted. Kurzweil 3000 can also be installed on students’ laptops for a fee. (More information about installing the software on laptops can be found in the Alternate Text Accommodation Policy section above).

**Dragon Naturally Speaking** is a voice-to-text software program. Students speak what they want typed into a microphone, and the software converts the speech into written text. It requires a student establish a voice recognition file through continuous training. Student assistants are available to help students establish an individual voice recognition file. The Dragon software is very helpful to students who have a difficult time expressing their thoughts on paper, for students who have difficulty with spelling, and for students who have difficulty with the physical act of writing. This program is most useful for students whose oral language skills are stronger than their written language skills.

**The Rosetta Stone Language Library** teaches new languages naturally from the very beginning. Full immersion. Basic to advanced. New learners name objects and build sentences without translation or memorization. Just the sound of native speech, printed text and vivid, real-life photographs. We all learn our native language as children, before we ever attend school. The Rosetta Stone effectively recreates this experience by immersing the student in visuals and human voice to clearly convey the meaning of new words and sentences. Students draw on their natural ability to understand and retain new language, without the need for translation or memorization. The Rosetta Stone teaches new languages through a step-by-step sequence of 312 lessons leading to advanced proficiency. New words become associated with familiar objects. Actions and ideas. Words build to phrases and sentences in a systematic progression. The meaning of over 5,000 words is clearly communicated in more than 10,000 pictures.

**JAWS (Job Access With Speech):** JAWS is a screen reader that works with Windows operating system to provide access to today’s popular software applications and the Internet. JAWS uses an integrated voice synthesizer and your computer’s sound card to output the content of your computer screen to speakers.

**The iCommunicator** program helps persons who are deaf, hard-of-hearing, or those with other communication challenges achieve two-way communication. It is an interactive solution to communication accessibility needs in educational, workplace, and public access venues. The iCommunicator is also a teaching tool that helps improve literacy skills.

The iCommunicator software program converts speech into multiple streams of data for simultaneous presentation of text, video-sign language, and computer-generated speech. The iCommunicator software works with Dragon Naturally Speaking speech recognition software allowing you to train your computer to recognize voice and speech patterns. The program stores these voice files for immediate access.
The iCommunicator software program converts human speech to digitally imaged sign language, computer-generated speech, and text printed on the computer screen. Likewise, it lets you type words and phrases that the program converts to computer-generated speech and then relays to audio speakers or peripheral hearing devices. For persons with hearing loss, the iCommunicator program generates speech and sends it to cochlear implants, FM systems, and hearing aids. It provides a clear audio stream, devoid of extraneous background noises.

The iCommunicator program lets you choose how you want to deliver your information. You can choose to activate sign language (with or without audio) and finger spelling of words. It lets you control the speed of the information and the way the computer presents that information. You can also store up to 24 preprogrammed messages and deliver them simply by pressing assigned function keys.

**Procedures and Policies of the Assistive Technology Lab**

Students entering the lab must sign the logbook noting the date of use, equipment and software used, and the time in and out. Students may be asked to exchange their college identification card for any portable equipment they use.

A student worker who is trained in the use of hardware, software, and any other equipment in the lab will supervise the Assistive Technology Lab. If the student worker is not available, please contact the Supervisor or Coordinator for the Testing Lab.

The following actions may lead to removal from the lab and/or loss of lab privileges:

- Eating or drinking in the lab
- Cell phone use in the lab
- Disruptive behavior and/or the harassment of others
- Use or installation of instant messenger
- Theft or attempted theft of lab materials or hardware
- Use of inappropriate and/or non-educational materials
- Tampering with hardware or hardware setups
- Failure to follow instructions of the Assistive Technology Lab Worker