



## STUDENT GUIDE for Disability Services



### **Center for Academic Success**

AC 033 / 574.807.7460

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## MISSION STATEMENT

The purpose of the Center for Academic Success is to promote student retention and degree completion by equipping students for success in the classroom and beyond through collaborative services and programs aimed at academic success, via 1) disability services, 2) tutoring services, and 3) academic coaching.

### **Disability Services Objectives**

- To serve our diverse population of ADA students excellently and equitably
- To treat the disabled among us in a dignifying, Christ-like manner
- To keep up with evolving case law and professional best practices in a rapidly changing higher education environment

## KEYS TO SUCCESS

### **Attitude and Self Advocacy Skills:**

The most important factors in determining your success or failure in higher education are attitude and self-advocacy. Students with disabilities need to be prepared to work collaboratively with the institutions disability services to have equal opportunity to all of the programs and activities.

### **Understand Your Disability:**

Students with disabilities need to know the functional limitations that result from their disabilities and understand their strengths and weaknesses.

### **Accept Responsibility for Your Own Success:**

All students with disabilities must take primary responsibility for their success or failure in higher education. Make appointments with your instructors for monitoring your progress.

## STUDENTS RIGHTS

Individuals with disabilities are provided certain rights under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) and their appropriate amendments. Individuals have the right to the following:

- Equal access to courses, programs, services, jobs, and facilities offered through the university.
- Equal opportunity to work, learn, and receive reasonable accommodations.
- Appropriate confidentiality regarding their disabilities and to choose with whom information about their disabilities are disclosed, in accordance with the Family Educational Rights and Privacy Act of 1974.
- Information, including text, tests, and other teaching materials in accessible forms which meet their needs.

## Bethel University Grievance Policy

A student who believes that his/her rights have been violated by a member of the university faculty, administration, staff, or student body, may file a formal complaint in writing to the Vice President for Academic Services.

**Advocacy, for the purposes of this document, is defined as actively supporting students in the acquisition of their support services, as well as acting on behalf of individuals with disabilities regarding issues of access, accommodation, resources, and university policy.**

## STUDENT RESPONSIBILITIES

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Although federal legislation provides students with disabilities specific rights, students with disabilities also have responsibilities. According to Section 504 of the Rehabilitation Act of 1973, the ADA, and their appropriate amendments, students with disabilities have the responsibility to do the following:

- Students are responsible for their academic success. Colleges and Universities are not required to provide free appropriate public education (FAPE), unlike the K-12 educational systems. However, colleges and universities are required to provide appropriate academic accommodations for students with disabilities.
- Students must meet qualifications and maintain essential institutional standards for courses, programs, services, jobs, and activities; universities are not expected to modify academic expectations within the classroom when providing accommodations. For example, a student with a disability may be given additional time to complete an examination; however, the content of the examination will not be modified. Universities are not expected to provide exemptions from graduation standards.
- Students are required to meet with the disability services provider on Bethel's campus.
- Students are expected to use self-advocacy skills. A student should be able to communicate his/her disability and how it limits a major life activity.
- Each student is given a syllabus at the beginning of the semester and is responsible for his or her own work and grade in each course.

## HOW TO APPLY FOR DISABILITY SERVICES

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- The student makes an appointment with the office manager at the Center for Academic Success (574-807-7460) to meet with the Director of the CAS.
- The student will complete an intake form and sign a FERPA release. Medical documentation and IEPs will be accepted. Accommodations are individually determined and are based on the functional impact of the condition. Professional judgment determines accommodations. Additional outside documentation may be requested. Some testing can take place at the Wellness Center. Additional testing and any cost associated with it is the student's responsibility.
- The intake application and third-party documentation serve two purposes: to establish protection from discrimination, and to determine the accommodations to which the student may be entitled.
- The time line for receiving accommodations after an intake can be one day to four weeks depending on the student's circumstances. New students are encouraged to begin the process as soon as possible.
- Students pick up their accommodation form at the beginning of each semester in the Center for Academic Success office. A student may choose to have all, some, or none of their instructors sign their form for that semester.
- **Accommodations become active** when the **student returns his/her accommodation form to the CAS. This also means that the testing accommodation cannot be used until the signed form is returned.** The CAS office manager will send a copy of the signed form to each instructor.
- Students who start the process for accommodations but fail to complete the process do not receive services.

## SUGGESTIONS FOR STUDENTS MEETING WITH INSTRUCTORS

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- Students who receive accommodations need to provide the instructor with their accommodation request form for signature and discuss how your academic adjustment needs will be met. ***Good communication and advocacy on the student's part is the most important piece of the accommodation process.***
- Make an appointment during the instructor's office hours within the first two weeks of the semester, or when accommodations are obtained.
- Inform the instructor that you have a disability and provide them with their faculty notification letter that CAS will provide to you.
- Discuss the details of how the academic accommodations will be met, and ask if he or she can foresee any particular difficulty implementing the accommodations. If there is a problem, contact the disability services office immediately.

**REMEMBER that academic accommodations ensure equal access to education but are not an alteration of course content or requirements.**

## ACCOMMODATIONS WHICH MAY BE RECOMMENDED

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If it is determined that a student is eligible to receive services based upon their intake application and documentation, these possible accommodations may include, but are not limited to:

- Extra test time and distraction reduced testing environment\*
- Use of digital audio recorder
- Note-taking assistance
- Alternative format textbooks
- Use of a calculator on tests when and if appropriate
- Audio exams
- Scribe for tests and other course work, or use of software for this purpose
- Enlarged print for tests, hand-outs, etc.
- Copies of lectures, outlines, power points, notes provided by professor
- Use of adaptive equipment in class: Screen reader, magnification software, textbooks on CD.
- Sign language interpreting or CART (Real Time Captioning)
- Screen reading software

### \*TESTING

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Disability services may use readers, or electronic formats for testing and examinations for qualifying students. Students have the option of testing in the accommodated testing center and using any of the software or hardware available. Students must sign a student guidelines form for receiving testing accommodations, and have this on file in order to use the testing center. Students must schedule a test at least a minimum of 24 hours in advance with the Center for Academic Success office, 574-807-7460. The CAS will not allow walk-ins for testing. The Center for Academic Success is responsible for providing reasonable accommodations in a timely manner. Non-compliance on the part of the student with the procedures stated in the "Student Guidelines for Testing" may result in delays or denial of the provision of accommodations.

The authority to grant students with reasonable academic accommodations rests with the Director of the Center for Academic Success.

## STUDENTS WITH TEMPORARY DISABILITIES

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Students may have short-term physical disabilities requiring accommodations including (but not limited to): wheelchairs, crutches, slings, and walkers. Disability services may include temporary assistance with note-taking, test-taking, use of a recording device, and/or special software. Pregnancy is not a disability and does not qualify a student for handicapped parking.

## NOTE-TAKING ASSISTANCE

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The Center for Academic Success will coordinate note-taking assistance. When possible, note-takers will be introduced confidentially to the student for whom the services are provided. Family members are not allowed in the classroom to serve as note-takers unless enrolled in the same course section.

## CONDUCT

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Disability services will not be held responsible for acts of misconduct committed by any student. It is the responsibility of each student to know and abide by all Bethel University policies, procedures, rules and regulations, as well as disability services policies and procedures. A student who believes that his or her rights have been violated by a member of the university faculty, administration, staff, or student body, may file a formal complaint in writing to the Vice President for Academic Services. A formal hearing will be called and procedures will be followed as with any other hearing. (See APPEALS PROCESS in disciplinary cases in the student handbook.)

## INTERPRETERS

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- Students who use interpreters for sign language and captioning must notify disability services of all class scheduling 30 days prior to the start of class date.
- Disability services must be notified immediately if changes are made in class scheduling.
- Students must notify disability services 24 hours in advance that they will be absent from class or need an interpreter for tutoring or another academic event.
- Interpreting services will be suspended if students miss two classes consecutively and do not contact disability services representative. Please meet with disability services to discuss the problem.

## COMMUNICATION

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It is a student's responsibility to handle communication and all personal contacts with instructors, departments, and residential staff. Disability services will not contact any instructor or department with a message from a student.

## ABSENCES WHEN SICK

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Absences from class for valid reasons, including disability-related medical situations, are excused only by the instructor. Students should be aware of the syllabus and work closely with instructors from the beginning of the semester to be current with course requirements. Regular class attendance is a student's obligation. The student is responsible for all work, in class notes, tests, and written work for all class meetings. Students can request disability services to provide a copy of the document the student submitted to disability services. However, the student is responsible for submitting a doctor statement to the instructor if absences require documentation.

## ADDITIONAL SERVICES

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To receive tutoring: **[bethel.mywconline.com](http://bethel.mywconline.com)** or simply type in “tutoring services” in the search bar on Bethel’s web page.

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### CONTACT INFORMATION

**Disability Services: 574-807-7460**

**Center for Academic Success**

**Miller-Moore Academic Center - AC 033**

**8:00 – 5:00 p.m., Monday – Friday**

Please see the student handbook for more information on campus offices and services.

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AHEAD Association on Higher Education and Disability, <http://www.ahead.org/resources/best-practices-resources/elements>

U.S. Department of education, Office for Civil Rights, transition of students with Disabilities to Postsecondary Education: A Guide for High School Educators, Washington, D.C., 2011 <http://www2.ed.gov/print/about/offices/list/ocr/transitionguide.html>

Disability Support Services Student Access Guide for Ivy Tech Community University 2009. Wilmington University Disability Services Policies and Procedures, 2011.