

Bethel University

2022-2023 Faculty/Staff Guide to 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 in a dignifying, Christ-like manner.
- To keep up with evolving case law and professional best practices in a rapidly changing higher education environment

TO FACULTY

This guide is to serve as a tool to help Bethel University faculty and staff work with students with disabilities. Professors may be willing to help a student with a disability but may not know what is expected of them. This guide helps outline faculty rights, responsibilities, and expectations when providing accommodations for individuals with disabilities. Additionally, it states the student's rights and responsibilities. The guide may not cover all situations or policies. If you have any questions after reviewing this guide, please contact the Center for Academic Success at 574-807-7460.

STUDENT RIGHTS:

Students with disabilities are provided rights under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 along with the appropriate amendments. They are as follows:

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

GENERAL SERVICES PROVIDED BY DISABILITY SERVICES:

- Meet with students to evaluate individual accommodation plans for students with non-apparent disabilities, physical disabilities, sensory impairments, and other conditions based on documentation, individual needs, and abilities.
- Review and interpret confidential psycho-educational evaluations to determine eligibility for services and prescribe appropriate academic accommodations.
- Provide information about disability-related services to current and prospective students, college administration, faculty, staff, and parents.
- Train students to use equipment and software that supports them in the learning process.
- Provide disability-related counseling and referrals to other appropriate resources.
- Comply with standards from the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973.

KEYS TO STUDENT SUCCESS and STUDENT RESPONSIBILITIES

According to Section 504 of the Rehabilitation Act of 1973, students need to:

- Self-identify a disability and the need for an accommodation.
- Seek counsel and assistance from disability services within a reasonable amount of time.
- Follow procedures for obtaining reasonable accommodations.
- Develop a healthy attitude and become proficient in self-advocacy.
- Work with the disability services provider(s) to have equal opportunity to participate in programs and activities.
- Know his/her functional limitations, as well as strengths and weaknesses.
- Accept responsibility for success or failure in higher education, including meeting qualifications and maintaining institutional standards for courses and programs.

HOW TO APPLY FOR DISABILITY SERVICES:

- The student will fill out an Online Student Application for the Center for Academic Success – Disability Services by going to my.betheluniversity.edu, clicking on the Orange Students tab, and then selecting Disability Services.
- The student makes an appointment with the Office Manager at the Center for Academic Success (754.807.7460) to meet with a Disability Specialist.
- The student will sign a FERPA release.
- The student may provide medical documentation, psychiatric testing, educational testing or IEPs as documentation of their disability (*This documentation can be uploaded when completing the Online Student application*). Additional outside documentation may be requested. The Center for Academic Success can provide some screening for disabilities and may also offer some referrals to providers that can produce the needed documentation and/or offer additional testing. The cost of those services outside of Bethel University are the responsibility of the student.
- The intake application and third-party documentation serves two purposes:
 - To establish protection from discrimination
 - To determine the accommodations for which the student may be eligible.
- The timeline for receiving accommodations after an intake can be one day or up to four weeks, depending on the student's circumstances. New students are encouraged to begin the process as early as possible. Accommodations are individually determined and are based on the functional impact of the condition. Professional judgment determines accommodations.
- Students request their accommodations online at the beginning of each semester. A student may choose to use all, some, or none of their accommodations.
- Accommodations become active when the student **submits their accommodation request online**. **This also means that the testing accommodation cannot be used until the accommodation request is submitted**. The Center for Academic Success will send notification letters to each instructor with information about which accommodations the student will be utilizing in their course.
- Students who begin the process for accommodations but fail to complete it do not receive services.

MEETING WITH INSTRUCTORS:

- Students are encouraged to make an appointment with instructors within the first two weeks of the semester during the instructor's office hours.
- Students are to inform the instructor of their disability and provide them with the Faculty Notification Letter from the Center for Academic Success.
- In this meeting they should discuss their accommodations and how they will be met.

- Academic accommodations ensure equal access to education in that they are adjustments to how course content is received by students during class or expressed by students during testing. Accommodations are NOT an alteration of course content or requirements.

EXAMPLES OF POSSIBLE ACCOMMODATIONS:

If it is determined that a student is eligible to receive services based upon their intake application and documentation, the 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
- Use of a 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 & for tests/quizzes: Screen reader, magnification software, textbooks on CD
- Sign language interpreting or CART (Real Time Captioning)
- Closed captioning of videos used in class
- Screen reading software

FACULTY RESPONSIBILITIES

Confidentiality & disclosure: Family Educational Rights and Privacy Act (FERPA) is a policy which protects students from the unlawful disclosure of information, including disability-related information. Faculty should not release any information regarding a student's disability. All information is confidential, and faculty should not publicly identify students with disabilities inside or outside the classroom. The accommodation form will not have the student's specific disability listed due to confidentiality.

DISCLOSURE

A student is not obligated to inform an institution of higher education that he or she has a disability; however, if the student wants the institution to provide an academic adjustment, assign the student to accessible housing or other facilities, or if a student wants other disability-related services, the student must identify themselves as having a disability. The disclosure of a disability is always voluntary. A student who has a disability which does not require services may choose not to disclose the disability. Faculty should not make assumptions about the need for accommodations. Students may choose to disclose a disability mid-semester but will need to be mindful of giving adequate time to the instructor for adjustments to be made.

INTERPRETING/TRANSLATING SERVICES outside of regular class time

Please give the disability services two weeks' notice for interpreting services needed for events outside the classroom, i.e., meetings, clubs, outings, advisory meetings, etc.

CONTACT INFORMATION

Center for Academic Success & Disability Services

Miller-Moore Academic Center - AC 033

Hours: Monday – Friday 8:00 AM – 5:00 PM

Phone: 574.807.7460

Text: 574.891.5388

academicsuccess@betheluniversity.edu

*****Documentation accepted by Bethel University might not be accepted by other institutions, agencies or programs, testing agencies, licensure exams and certification programs. Please check with the specific organizations and or programs to determine their documentation guidelines*****

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/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.