



Focusing on Accessibility

The Division for Student Success and Retention

Accessibility Services Handbook

2019 – 2020

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Bennett College prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, the College's policy includes prohibition of harassment of students and employees (i.e. racial harassment, sexual harassment, and retaliation for filing complaints of discrimination).

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act of 1990, Bennett College will make reasonable adjustments in its policies and practices to ensure equal opportunity and access for qualified students, employees, and members of the public to applicable programs, services, activities and facilities.

Inquiries regarding the College's compliance with state and federal non-discrimination laws or filing a complaint should be directed to:

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MISSION STATEMENT

Mission The mission of the Office of Accessibility Services at Bennett College is to maximize the academic success, autonomy, social integration, and participation of each student, in addition to ensuring suitable working conditions for its faculty and staff. This department will work arduously to assist persons with emotional, physical, developmental, cognitive, and mental disabilities to achieve their academic or professional goals. This department will advocate for its clientele (i.e. students, faculty, and staff) by eradicating attitudinal and institutional barriers.

This office will provide ongoing, comprehensive support to students in the form of academic advisement, coaching, peer mentoring, professional employment opportunities and tutoring. Additionally, the staff will serve as advocates for students with disabilities and promote awareness of disability issues campus wide.

Office of Accessibility Services (OAS) The Office of Accessibility Services (OAS) works with offices throughout Bennett College to ensure that the programs and facilities of the College are accessible to every student in the College's community. Additionally, the Office of Accessibility Services provides reasonable accommodations, so that students with disabilities who are otherwise qualified, may as independently as possible, meet the demands of college life. The information provided in this Handbook is a general description of facilities, programs and accommodations available for students with disabilities.

Legal Obligations

Title I of the Americans with Disabilities Act of 1990 (ADA) became effective on July 26, 1992. The ADA's purpose is to remove the barriers preventing qualified individuals with disabilities from enjoying the same enrollment opportunities available to students without disabilities.

This Handbook gives Bennett College's faculty and staff assistance in enrolling, teaching, and counseling students with disabilities in accordance with the provisions established under the ADA. It is a desk-top reference that responds to concerns that faculty and staff often have. In addition, it serves as a resource for students when they have issues and concerns regarding a disability. Students will learn what resources that are available and what steps they must take to benefit from them. This Handbook provides all of the information a student needs to know in ensuring their needs are met.

Definition of a Disability as defined under ADA and 504:

Physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

What is proper etiquette and protocol when interacting with an "individual with a disability?"

- Appropriate etiquette and protocol are an educated and professional attitude about a disability founded on courtesy and common sense.

What are some INVALID assumptions related to a disability?

- People with disabilities like others to make decisions for them.
- If an individual has one disability, chances are the person has a second disability as well.
- If an individual has a disability, it is appropriate to limit his or participation to minimize embarrassment.

Section 504 - This section regulation applies to all recipients of funding from the federal government, including colleges and universities. Failure by these higher educational schools to provide auxiliary aids is discriminatory and prohibited by Section 504.

Title II of the 1990 Americans with Disabilities Act (ADA) - Title II of the ADA regulation prohibits colleges, universities, graduate, and professional schools from discriminating on the basis of disability.

Academic Support Accommodations

Prior to Arriving at Bennett College:

Prior planning is critical for a smooth transition and adaptation to Bennett College. Accommodation planning should begin prior to the student's arrival on campus. Student orientation sessions are an excellent opportunity for the student to initiate the accommodation process. Students should check with the Accessibility Services Coordinator during orientation so that we may begin gathering the necessary information to develop the accommodation plan. Students and parents/legal guardians are encouraged to understand the differences between high school and college disability services (*Appendix G*).

Qualifications

Students requesting disability accommodations from Bennett College must self-identify with the Office of Accessibility (OAS) Services. Students are required to submit current documentation of their disability to the Office of Accessibility Services prior to the implementation of services. Students requesting accommodations from Bennett College must have a disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In cases where documentation is deemed insufficient, the student may be required to provide additional documentation. Students must also complete and submit the Voluntary Disability Disclosure form located in this handbook, or the form may be obtained directly from the Office of Accessibility Services (*Appendices A & B*).

Procedure:

- A student who has decided to attend Bennett College should contact her doctor or diagnostician for a copy of her disability documentation.
- In most cases, acceptable reports come from psychologists, psychiatrists, audiologists, speech therapists, and physicians.
- Disability documentation and the "Voluntary Disclosure" form must be submitted to Disability Services for review prior to approval for accommodations.

Record Maintenance: Records for students with disabilities are maintained in the Office of Accessibility Services. Documents related to the student's disability are not a part of the academic record in the Registrar's Office. Disability documentation and release of information is governed by the Family Educational Rights and Privacy Act (FERPA). The Office of Accessibility Services maintains confidential files.

Correspondence to students registered with the Office of Accessibility Services will generally be by electronic mail. Students are responsible for checking their Bennett College assigned email accounts for access to announcements.

Academic Support Accommodations

Voluntary Disclosure: Students wishing to receive accommodations facilitated by the Office of Accessibility Services are responsible for disclosure of physical, psychological, and learning disabilities. Requests for accommodations for learning and psychological disabilities must be accompanied by appropriate documentation that includes professional evaluation diagnosis, and recommendations.

Academic support accommodations will be made in all areas as needed. Requests for academic accommodations must be made in a timely manner. All requests should be made directly to the Office of Accessibility Services. Academic support services offered to disabled students may include the following:

1. Faculty Notification

Faculty notification is initiated by the students, and disclosure of the disability is at the discretion of the student. Faculty will not be notified by Disability Services that they have a student with a disability in the classroom.

2. Classroom Accommodations

Classroom accommodations may include but are not limited to: assistive listening devices, note taking/scribes, tape recorders, SKY Pen, priority seating, and alternative testing such as, giving exams in alternative formats, extending the time, providing isolated test taking in order to decrease auditory or visual distractions, repeating instructions. Students receiving in-class support services must attend classes on a regular basis or risk losing those services. Accommodations are made by meeting with the Office of Accessibility Services Coordinator to request specific accommodations and developing an accommodation plan. Classroom accommodations will be provided in the Office of Accessibility Services.

3. Degree Requirements

Students are expected to complete all degree requirements for graduation in their major. The ADA requires that colleges offer reasonable accommodations to qualified students. However, it does not require the adjustment of standards that would fundamentally alter degree requirements.

4. Tutorial Services

Tutorial services are available to all students at Bennett College through the Division for Student Success and Retention. Requests for tutors should be submitted early in the semester to ensure an assignment. Additionally, many academic departments offer tutorials specific to their academic offerings.

Academic Support Accommodations

5. Note takers, Readers, or Interpreters

The need for note takers will be documented in the Accommodation Plan. Students who cannot take notes or who have difficulty taking adequate notes, can be accommodated in several ways, including: taping lectures and /or providing an outline of lecture materials. In addition, the student may ask the instructor for assistance in finding a classmate who would act as a volunteer note taker. Instructors can also be of great assistance in quality assurance by occasionally reviewing copies of the notes, especially early in the semester, and giving feedback to the note taker. Students are encouraged to consult the faculty to ensure they are receiving adequate notes. The Office of Accessibility Services is available to assist students and to work with faculty in identifying note takers, readers, or interpreters as needs dictate.

6. Assistive Technology

Disabled students may utilize the resources that are computerized. The Assistive Technology Lab is located on the first floor in Merner Hall, Smart Pens for note taking are available in the Office of Accessibility Services.

7. Referrals

Faculty and staff can refer students for additional testing. When warranted, a faculty or staff member can identify students who may benefit from testing to determine if they qualify under Disability Services (see page 15 for additional information).

8. Adaptive Equipment, Auxiliary Aides, Service Animals, and Personal Care

Students with disabilities may use the computers in various facilities throughout the campus. Based on state law, service animals assisting students with disabilities are permitted in all facilities. Disability Services does not provide prescriptive devices, devices of a personal nature or personal attendant care.

9. Writing Lab

The Writing Lab is located in Merner Hall. Students can receive any remediation to assist them with college level writing. Contact the English Department.

Residence Hall Accommodations: Bennett College will consider reasonable housing accommodations for students with disabilities. The deadline for requesting modified housing accommodations is the same as the deadline for the housing applications. The request, along with documentation must be sent to the Student Health Center for review and documentation.

Testing Procedures

Any student who is entitled to extended time and/or a separate testing environment (noted on the accommodation plan) will be provided services in the Office of Accessibility Services (OAS) and must adhere to the following procedures:

1. Students must inform instructors well in advance that they will be taking tests in the OAS. OAS privileges should be outlined on the accommodation plan. This plan must be given to the instructor before the student asks for OAS test privileges.
2. At least two (2) days prior to the test (time is longer for final exams), students must inform the Office of Accessibility Services (ext. 1501) that the test will be in the OAS and provide the Accessibility Services Coordinator the date and time that the test will be taken.
3. In most instances, the test should be taken at the same time that the rest of the class is taking it. An exception to this policy is when the student has another class immediately following the class in which the test is given. In this case, the student must obtain prior approval from the instructor to take the test at a different time. Without this prior approval, students will be expected in the OAS when that class meets. If the instructor has concerns about test integrity, they may suggest to students requiring extra time that they take the exam PRIOR to the rest of the class, instead of after. Faculty may also elect to provide alternative tests in these instances.
4. If breaks during examinations are requested on the accommodation plan, students will be given pages of the tests, one at a time. This will address any issues instructors might have concerning external assistance on the test. If the test is to be administered page-by-page, students should inform instructors of this so that the test can be constructed appropriately. On very rare occasions, and with prior approval of the instructor, students may take tests on days other than when the test is administered to the rest of the class. This is acceptable in cases of illness or other excused absence from class. These make-up tests are to be given to students at the instructor's discretion.
5. Faculty must provide an electronic or hard copy of the exam with instructions at least one (1) day prior to the exam. Students may be required to follow additional procedural guidelines during final exams.

All communications about an academic accommodation should include the Accessibility Services Coordinator. Most concerns or questions are addressed by telephone or written correspondence from the professor or department representatives. During these discussions, the Accessibility Services Coordinator will make every attempt to understand the faculty member's concerns, to explain pertinent aspects of the recommendation, and to be open to appropriate flexibility without compromising the rights or needs of students with disabilities. If a faculty or staff member is unable or unwilling to provide appropriate accommodations as required by law, the Accessibility Services Coordinator will discuss the matter with the appropriate college personnel.

Student's Responsibilities

Self-identification

It is the student's responsibility to make her disability known to the Office of Accessibility Services. Before any services can be provided, the disabled student should self-identify. This can easily be done by scheduling an appointment with Disability Services. In this meeting, the students should be prepared to provide documented evidence to support their disability, outlining their need for accommodations. Failure to self-identify only leads to regrets when a situation arises, and accommodations are warranted, but not documented. Those who choose to self-identify are afforded the reasonable accommodations to assist in their learning experience.

Documented Evidence to Support a Disability

Different learning disabilities require different documentation. Most documentation includes an educational evaluation within three (3) years prior to enrollment at Bennett College. This evaluation includes assessment of ability, achievement, strengths, weaknesses, and appropriate recommendations completed by a professional who is certified or licensed to perform any assessments administered. In some cases, a formal letter from a licensed physician, psychiatrist, or psychologist is needed to indicate the precise diagnosis, treatment (medications), assessment of how the diagnosis may affect performance in college and recommended accommodations and a psycho-educational evaluation.

Meeting with the Accessibility Services Coordinator

All students who plan to self-identify should schedule time to meet with the Accessibility Services Coordinator. The initial meeting is designed to ensure students have all the documented evidence to qualify for accommodations. Once documentation has been provided to Disability Services, it is the responsibility of the student to make an appointment to review the documentation. Student must request and qualify for accommodations and they must assist in the writing of the accommodation plan (*See Appendices A & B*). Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary for success at the postsecondary level. Together, the student and the Accessibility Services Coordinator agree on the individualized accommodations needed.

Once the accommodations have been identified, it remains the responsibility of the student to work with Disability Services to write the final accommodation plan, which is provided to the instructors. However, at the student's request, the Office of Accessibility Services may be called in to assist the student in explaining her individual needs to an instructor. Instructors may consult with Disability Services on any general concerns about

accommodations for disabled students. However, student confidentiality may not be broken without the express written consent of the student.

Developing an Accommodation Plan

This exercise is essential in the process. Students who have self-identified will each develop an Accommodation Plan (*Appendix D*), with the assistance of the Office of Accessibility Services. A review of the needed accommodations is made, and an assessment of any adjustments will be made. Once confirmed, the individualized plan will be based on what is needed, what has been done in the past, and what has changed since the last review. Each plan varies from student, to student, depending on her individual needs. Students will be allowed to share their concerns and agree to the final plan.

Meeting with Faculty

Each student must present her Accommodation Plan to her professors and obtain approval (*Appendix D*). Afterwards, the student should schedule some time privately to meet with the professors to review her plan. In this discussion, the students should be prepared to discuss the requested accommodations. They are not obligated to discuss specifics of their disability. However, the professors should make appropriate inquiries to ensure they are clear about what the student needs. Feel free to discuss the accommodation plan with the student and the Office of Accessibility Services. If adjustments are made to accommodations, the student should present the changes to Disability Services to ensure the most current information is documented in their personal file.

Follow-up Meetings

Students should have regular follow-up meetings with the Accessibility Services Coordinator. This is the time that students inform the Accessibility Services Coordinator of their concerns. These meetings should address and resolve any concerns. The Accessibility Services Coordinator will also share information with the students from faculty and staff, as appropriate. Advice will be given to help the students remedy any potential problem areas. Discussions of current course work and accommodations will occur.

Some meetings will be scheduled, and some will not, depending on the issue. Students are expected to attend the scheduled meetings to get a status report. All meetings are intended to foster the students' growth.

Faculty Rights and Responsibilities

Faculty members have the right to:

- Request verification of eligibility for accommodations from the Accessibility Services Coordinator

- Consult with the Accessibility Services Coordinator about students, as appropriate
- Expect students with disabilities to meet the same academic standards as their peers

Faculty members have the following responsibilities:

- Refer students that they suspect may have a disability to the Office of Accessibility Services

Faculty Rights and Responsibilities

- Assist Disability Services with the development of appropriate accommodations, as needed
- Meet with disabled students confidentially to discuss their disability-related needs and accommodations
- Adhere to the accommodation plans
- Provide classroom materials in an alternative format, where necessary

Faculty Assessment/Referrals

There may be times that a faculty member will find it necessary to recommend students to the Office of Accessibility Services, based on observation in the classroom. When necessary, the professor should make a referral to Disability Services (*Appendix C*). The reasons for a referral should be based on one or more of the following observations:

- | | |
|--------------------------|-----------------------|
| - Poor attendance | - Late assignments |
| - Poor test performance | - Poor writing skills |
| - Not prepared for class | - Poor reading skills |
| - No class participation | - Disorganization |
| - Lack of motivation | - Inattentive |

It is important for the professor to meet with the student to share his/her concerns. Also, he or she should share any other factors that may be interfering with the student's progress with Disability Services. Being absent from class or not prepared for a class does not necessarily mean the student has a learning disability. However, there could be a hidden reason behind some of the factors listed above.

Communicating with Disabled Students

Faculty and student relationships are crucial to the success or failure of any new student. Faculty members must create an environment that allows students to grow and succeed.

As faculty members are introduced to disabled students, they should communicate just as they would with any student. They may also need to develop new skills, such as a special means of communication. A little flexibility goes a long way.

Consciously or not, some faculty typically react first and foremost to the disability, not the individual. Myths about persons with disabilities and their limitations are ingrained in society, and they all too often influence our decisions. Your challenge, then, is to think of this new or

former student first as an **INDIVIDUAL** and focus on **ABILITY**. That's why you should always refer to them as a *person* first, then, if necessary, add "with a disability."

When directed, the students who need accommodations will come to you with the registered accommodation plan. Therefore, it will be necessary to be willing and flexible to work with the students.

Strategies for Teaching Students with Disabilities

Social uneasiness is a common attitude. Often this uneasiness simply involves not knowing what to do or say. Here are some suggestions you can give to others (and perhaps use yourself) to help ease the awkwardness:

1. Look at the student just as you would any other student.
2. Speak directly to the person, no matter what her disability, whether she is accompanied or assisted by someone else.
3. Ask the student how you should act or communicate if you are uncertain. (They will understand and appreciate your honesty.)

Communication is vital to every facet of postsecondary education. We must remember that communication is two-way. Students should communicate with faculty, and likewise, faculty should communicate with students. It is important that communications are clear and free of misunderstanding, especially when dealing with disabled students. Sometimes, it means finding alternative methods of communicating.

Feedback is extremely important. When questions and/or situations arise, feedback is crucial. It may be necessary to meet privately with the student or the Office of Accessibility Services to ensure the message is received properly and correctly.

Strategies for Teaching Students with Disabilities

Faculty should place a disability statement on their syllabi and it should be read aloud at the first meeting of the class to inform students with disabilities who to contact if they have a disability or believe they might have a disability that requires accommodations.

Sample Syllabus Statement

Bennett College is committed to full compliance of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students who have a disability or believe that they may qualify, please contact the Office of Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. The Office of Accessibility Services (OAS) is located in Merner Hall, (336) 517-1501.

Sample Peanut Statement

Bennett College is committed to the safety and well-being of all students. No peanuts or peanut products are permitted inside the classroom. Any student who finds that they have accidentally brought a product into the classroom must immediately exit and dispose of the product outside of the classroom in an appropriate container.

Points to remember:

When in doubt about how to assist, ask the student directly and check the Accommodation Plan provided by the Office of Accessibility Services. If you still have questions, call the Accessibility Services Coordinator. Encourage students to seek assistance during your office hours and to use campus academic support services (i.e., Division of Student Success and Retention (DSSR)).

Characteristics Associated with Some Disabilities

Flexibility may be necessary when applying attendance and promptness rules to students with health-related or mobility difficulties. Please discuss any concerns that arise with the student, and if necessary, the Accessibility Services Coordinator.

Confidentiality of all student information is essential. At no time should the class be informed that a student has a disability unless the student makes a specific request to do so.

The Student Code of Conduct regarding disruptive behavior applies to all students. Clearly state behavioral expectations for all students; discuss them openly in your classroom, on your syllabus, and with individual students, as needed.

If you require assistance of guidance concerning a student with a disability, please contact the Accessibility Services Coordinator.

The following characteristics are associated with some disabilities:**ADD/ADHD:**

- Inability to stay on task and sitting for lengthy periods of time
- Easily distracted
- Poor time management skills
- Difficulty in preparing class assignments, and attending class on time, and transitioning
- Sedentary task like reading
- Reading comprehension difficulties
- Difficulty with math problems
- Inability to listen selectively during lectures
- Lack of organization in work
- Difficulty following directions
- Blurting out answers
- Poor handwriting

Autism Spectrum Disorder:

- Unusually intense or focused interests
- Stereotyped and repetitive body movements such as hand flapping and spinning
- Repetitive use of objects such as repeatedly switching lights on and off or lining up toys
- Insistence on sticking to routines such traveling the same route and doing things in exactly the same order every time

- Unusual sensory interests such as sniffing objects or staring intently at moving objects
- Limited use and understanding of non-verbal communication such as eye gaze, facial expression and gesture
- Difficulties forming and sustaining friendships
- Lack of seeking to share enjoyment, interests and activities with other people
- Difficulties with social and emotional responsiveness
- Delayed language development

Characteristics Associated with Some Disabilities

- Difficulties initiating and sustaining conversations
- Stereotyped and repetitive use of language such as repeating phrases from television

Brain Injuries:

- Organizing thoughts, cause-effect relationships, and problem-solving
- Processing information
- Generalizing and integrating skills
- Social interactions
- Short-term memory
- Balance or coordination
- Communication and speech

Deaf/Hard of Hearing:

- Skilled at lip reading
- Difficulty with speech, reading, and writing skills
- Use speech, lip reading, hearing aids and/or amplification systems to enhance oral communication
- Members of distinct linguistic and cultural group
- Uses American Sign Language as their first language

Learning Disabilities:

- Difficulty with oral and/written expression
- Reading comprehension and basic reading skills
- Problem solving
- Ability to listen selectively during lectures
- Difficulty in note taking
- Mathematical calculation and reasoning
- Interpreting social cues
- Time Management / Organization of tasks
- Following directions / Short term memory

Psychiatric Disabilities

- Depression
- Bipolar disorder (manic depressive disorder)

- Anxiety Disorders

Appendices

Forms

The following section provides examples of specific documents and forms used by the Office of Accessibility Services. Students, faculty, and staff should be familiar with these forms and how they are used:

Appendix A: Disabilities Disclosure and Request for Accommodations Form (Incoming Students)

This form must be completed by incoming students upon enrollment at Bennett College

Appendix B: Disabilities Disclosure and Request for Accommodations Form (Returning Students)

This form must be completed by incoming students upon enrollment at Bennett College

Appendix C: Disability Services Referral Form

This form must be completed by faculty and staff when they encounter students they believe may benefit from support services.

Appendix D: Bennett College Accommodation Plan Form

A summary of accommodations provided to students with disabilities is submitted to professors/instructors. The student is responsible for submitting this document to faculty members when requesting accommodations.

Appendix E: Acknowledgment of Class Accommodations/Modifications Form

This document requires the professor/instructor's signature to assure the Office of Accessibility Services that they have been notified of the accommodations that are necessary for the student.

Appendix F: Rights and Responsibilities of the Student Form

A numerical listing of the student's responsibility is included to provide clear and concise expectations as a beneficiary of the Office of Accessibility Services.



Office of Accessibility Services

Student Disclosure and Request for Accommodations Form

Student Personal Information

First Name: _____

Last Name: _____

Preferred Name: _____

Bennett College Student ID #: _____

Date of Birth: _____

Bennett Email Address: _____@bennett.edu

Alt. Email Address: _____

Home Address:

Street

City: _____

State: _____ Zip code: _____

Home Phone #: _____ Cell Phone #: _____

Do you receive assistance from Vocational Rehabilitation Services? Yes No

Academic Information

Incoming Freshwoman Currently Enrolled Transfer Student

Student Transfer from:

Enrollment Status: Full Time Part Time

College Year: Freshman Sophomore Junior Senior

Semester: Fall / Minimester / Spring / Minimester/ Summer

Are you a commuter? Yes No Are you a Resident Student? Yes No

If a Resident Student, name of Residence Hall: _____

Floor #: _____ Room #: _____

Bennett College Major: _____

Bennett College Minor: _____



Office of Accessibility Services

RETURNING STUDENTS - REQUEST FOR ACCOMMODATIONS FORM

First Name: _____

Last Name: _____

Preferred Name: _____

Bennett College Student ID #: _____

Date of Birth: _____

Bennett Email Address: _____@bennett.edu

Alt. Email Address: _____

Home Address:

Street

City: _____

State: _____ Zip code: _____

Home Phone #: _____ Cell Phone #: _____

Do you receive assistance from Vocational Rehabilitation Services? Yes No

Academic Information

Incoming Freshwoman Currently Enrolled Transfer Student

Student Transfer from:

Enrollment Status: Full Time Part Time

College Year: Freshman Sophomore Junior Senior

Semester: Fall / Minimester / Spring / Minimester/ Summer

Are you a commuter? Yes No Are you a Resident Student? Yes No

If a Resident Student, name of Residence Hall: _____

Floor #: _____ Room #: _____

Bennett College Major: _____

Bennett College Minor: _____



Office of Accessibility Services

DISABILITY SERVICES REFERRAL FORM

Student: _____ Date: _____

Instructor: _____ Course: _____

Reasons for referral (please include a brief description of your concerns):

Observations (check all that apply):

- Poor Attendance Late Assignments
 Poor Test Performance Poor Writing Skills
 Not Prepared for Class Poor Reading Skills
 No Class Participation Inattentive
 Disorganized Unmotivated

Have you met with the student to discuss your concerns?

Are there additional factors interfering with the student's academic performance?

Thank you for submitting this referral to the Office of Accessibility Services. I will contact the student and get back to you as time permits.

Faculty Member's Name (Please Print): _____

Faculty Member's Signature: _____

Date: _____

Accommodation Plan Form

Name: **Sally Test Student**

Student ID: **5155883**

Course Name and Number:

TH 102 01 Theatre and Culture

MA 111B 01 College Algebra

PE 121 01 Yoga

Professor(s) Name(s):

Professor Jane Doe

Professor John Doe

Professor Jane Smith

Professor John Smith

****Accommodations for a student with disabilities are provided as appropriate and on an individual basis.***

The Office of Accessibility Services has granted the following accommodations for class:

Preferential Seating

Extended Testing Time (Time extended is equivalent to half-time meaning if exam time is 90 minutes long then the maxium extended Testing Time is 45 minutes)

Isolated Testing

Copies of Power Point Presentations

Study guides/Guided notes (Provide handouts that outline the lectures and allows space for adding notes)

Frequent restroom breaks

Use of Calculator

I acknowledge that I assisted with the development of this accommodation plan. I agree to this plan and understand my role being a proactive student. I understand that if additional accommodations are needed and/or requested, I will provide the request in writing to the Office of Accessibility Services. I understand that I can request modifications and additional assistance at any time through the OAS. I further understand that if I am not satisfied with the services being provided I need to contact the Office of Accessibility Services.

Student's Signature: _____ Date: _____

OAS Staff Signature: _____ Date: _____



Office of Accessibility Services

ACKNOWLEDGEMENT OF CLASS ACCOMMODATIONS/MODIFICATIONS FORM

Student's Name: _____ Date: _____

Dear Faculty Member:

The Office of Accessibility Services would like your assistance in helping to track student data. Please sign and date on one of the following lines to indicate that the student has shared her Accommodation Plan with you. The student is responsible for returning the completed signature sheet to the Office of Accessibility Services. This information will be maintained in the student's records with our office.

The student's Accommodation Approval Letter is confidential and should not be released to a third party without written consent of the student. If you need any additional information, or if you wish to discuss specific issues regarding the accommodations/modifications, please do not hesitate to contact the Office of Accessibility Services at (336)517-1501.

Thank you for your cooperation,

The Office of Accessibility Services

Faculty Member's Name (Print)	Faculty Member's Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Office of Accessibility Services

RIGHTS AND RESPONSIBILITIES OF THE STUDENT FORM

Each student with a disability has an equal opportunity to participate and benefit from the programs at Bennett College. The following are the rights and responsibilities of each student:

1. To present documentation and how it will affect a course of study, instructional method, or evaluation so that accommodations can be provided.
2. To meet and maintain Bennett College’s standards as any other student.
3. To participate in programs and activities of the College’s community including services and activities such as counseling and career services, health services, housing, co-curricular activities, and transportation.
4. To receive reasonable accommodations in the course of study, instructional method, or evaluation.
5. To be evaluated based on their ability, not their disability. If the disability affects the outcome of the evaluation, accommodations including an evaluation by an alternative method will be made.
6. To self-advocate regarding individual needs. They can request information or assistance in order to become a more effective advocate. Note: The Office of Accessibility Services and professional staff are available to assist students in writing an accommodation plan.
7. To have all information regarding their disability be held in confidence. When information is needed by another party, the College will first seek permission by asking the student to sign a release of information.
8. To appeal the College’s decision regarding accommodations by following the appeal procedures stated in the *Accessibility Services Handbook* which can be found on the Bennett College website under Accessibility Services.
9. To be informed of appeal procedures outside of the College, this includes filing a complaint with the Office of Civil Rights or through the Civil Court system.

By signing this plan, the student agrees to present a copy of this plan to each of her instructors and to discuss this plan with them.

Student’s Signature: _____

Date: _____

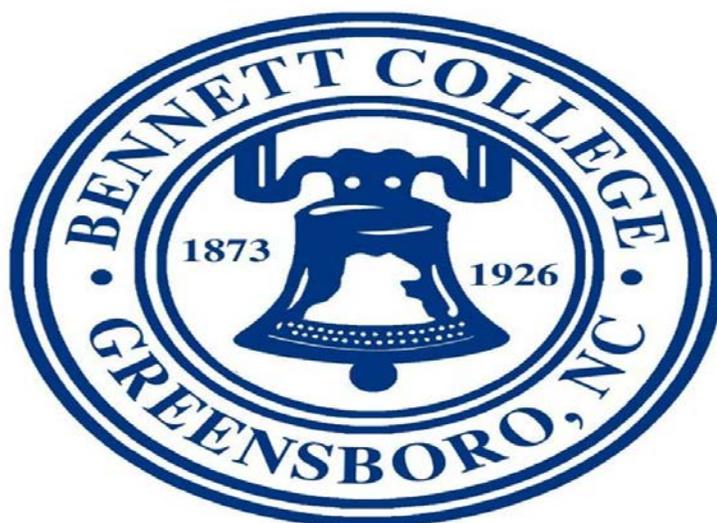
Staff Member’s Signature: _____

Date: _____

College vs. High School

FOLLOWING THE RULES OF HIGH SCHOOL	CHOOSING RESPONSIBILITY IN COLLEGE
Your time is structured by others	You manage your time
You cannot on parents and teachers to remind you of your responsibilities' and to guide you in setting priorities.	You must balance your responsibilities and set priorities. You face moral and ethical decisions you have never faced before.
STUDYING IN HIGH SCHOOL	STUDYING COLLEGE
You may study outside class as little as 0 to 2 hours a week, and this may be mostly last minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
TEACHERS	COLLEGE PROFESSORS
Teachers check your completed work.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete homework.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
TESTS	TESTS
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available	Makeup test are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different course usually schedule tests without regard to the demands of other courses or outside activities.
GRADES	GRADES
Grades are given for most assigned work	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course work.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually "wake up calls" to let you know what is expected – but they may account for a substantial part of our course grade. You may be shocked when you get your grades.
Guiding principle: "Effort counts." Course are usually structured to reward a "good faith effort."	Guiding principle: "Results count." Though "good faith effort" is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process.

Adapted from Southern Methodist University web site at www.smu.edu



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