Bethel University

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Student Guide to
Academic Accommodations



Center for Academic Success

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CONTACT INFORMATION

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MISSION STATEMENT

The purpose of the Center for Academic Success (CAS) 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

KEYS TO STUDENT SUCCESS

Attitude and Self-Advocacy Skills:
The most important factors in determining a student's success or failure in higher education are attitude and self-advocacy. Students with disabilities need to be prepared to work collaboratively with the institution's disability services to have equal opportunity to all the programs and activities.
Understand Your Disability:
Students with disabilities need to know the functional limitations that result from their disabilities and understand their own 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. Meeting with instructors regularly is an excellent way to monitor progress.

STUDENTS 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 university.
- 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.

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 Affairs.

STUDENT RESPONSIBILITIES

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. Some K-12 accommodations are actually modifications and may not be appropriate in a higher education setting. For more explanation on the difference between K-12 & higher education accommodations see the table at the end of this document.

- 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 Accommodations Specialist in the Center for Academic Success when initially requesting accommodations and as needed thereafter.
- 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 ACADEMIC ACCOMMODATIONS

- The student will fill out an online student application for academic accommodations by going to my.betheluniversity.edu, clicking on the Orange “Students” tab, selecting Academic Accommodations, and then completing the New Student Application.
- Once the application is submitted, the Center for Academic Success will contact the student to make an appointment to meet with the Accommodation Specialist.
- The student will sign a FERPA release.
- The student must provide documentation (medical, psychiatric testing, educational testing or IEPs) of their disability. An evaluation report is preferred over an IEP/504, even if many years old. The Center for Academic Success can screen for some disabilities and may offer referrals to psychologists for additional testing and needed documentation. The cost of those services outside of Bethel University are the responsibility of the student.
- The intake interview and third-party documentation serve 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 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, legal compliance, and best practices determines accommodations.
- Students requests to use their accommodations for each course at the beginning of each semester. A student may choose to use all, some, or none of their accommodations.
- Accommodations become active each semester when the student **submits their accommodation request**. **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 start the process for accommodations but fail to complete the process do not receive services.

SUGGESTIONS FOR STUDENTS MEETING WITH INSTRUCTORS

- After requesting accommodations, students should inform their instructor(s) that they have requested accommodations for their class.
- Students should make an appointment during the instructor's office hours within the first two weeks of the semester to discuss the details of how the academic accommodations will be met and ask if they can foresee any difficulty implementing the accommodations. ***Good communication and advocacy on the student's part is the most important piece of the accommodation process.***
- If there is a problem, contact the Center for Academic Success 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

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
- Access to the Panopto video recordings
- Permission to make audio recordings of lectures
- Alternative format textbooks
- Use of a calculator on tests when and if appropriate
- Enlarged print for tests, hand-outs, etc.
- Digital copies of in-class materials
- Sign language interpreting or CART (Real Time Captioning)

TESTING

The Center for Academic Success may use readers, or electronic formats for testing and examinations for qualifying students. Students may have the option of testing in the Center for Academic Success and using the available software or hardware. Students must schedule their test a minimum of 2 business days in advance with the Center for Academic Success. A QR code to schedule tests is available outside the CAS office door, posted in most buildings around campus or the scheduling link can be sent upon request via email (academicsuccess@betheluniversity.edu) or text (574.891.5388). All tests must be scheduled to begin within an hour of the time the rest of the class is testing unless special permission is obtained from the instructor. 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 "The Students' Responsibilities Regarding Testing in the Center for Academic Success" (found at the end of this document) may result in delays or denial of the provision of accommodations.

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

STUDENTS WITH TEMPORARY DISABILITIES

Students may have short-term physical disabilities, such as concussion, requiring accommodations. Students with concussions should contact the Center for Academic Success as soon as possible after the injury. The Center for Academic Success also owns a wheelchair and walker which are available for a student to check out as needed. Students with an injury to their dominant hand/arm/shoulder should contact our office to discuss test appropriate accommodations.

CONDUCT

The Center for Academic Success 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 Affairs. 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.) A formal Civility Policy may be found HERE.

INTERPRETERS

- Students who use interpreters for sign language and captioning must notify the Center for Academic Success of all class scheduling 30 days prior to the class start date.
- The Center for Academic Success must be notified immediately if changes are made in class scheduling.
- Students must notify the Center for Academic Success at least 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 the student misses two classes consecutively and does not contact the Center for Academic Success. Please meet with the Center for Academic Success to discuss the problem.

COMMUNICATION

It is the student's responsibility to handle communication and all personal contacts with instructors, departments, and residential staff. The Center for Academic Success will not contact any instructor or department with a message from a student.

ABSENCES WHEN SICK

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. The student is responsible for submitting a doctor statement to the instructor if absences require documentation.

ADDITIONAL SERVICES

To receive tutoring: **bethel.mywconline.com** or click on the orange "Student" tab in my.bethel and then select "Tutoring."

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

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.

Differences in Disability Services Between High School and College

	High Schools	College	Bethel University
Applicable Laws	• Individuals with Disabilities Education Act (IDEA) • Section 504, Rehabilitation Act of 1973	• Americans with Disabilities Act (ADA), as amended • Section 504 of the Rehabilitation Act of 1973 • Dept. of Housing and Urban Development Regulations • FERPA (Family Educational Rights and Privacy Act.)	• All the information in the college section is applicable
Goal	• Enable student success	• Provide equal access to instruction; a "level playing field" to succeed, or to fail	• Disability Services provides equal access • Other services such as tutoring and writing assistance available to enhance success
Documentation	• Individual Education Plan (IEP) • Section 504 plan • School conducts evaluations as needed	• Student self-report • Accommodation Specialist's observations & interactions • Current evaluations from professionals including diagnosis & testing results, may be required • Students must get evaluation at own expense	• Information in college section is applicable • Documentation guidelines based on Association on Higher Education and Disability (AHEAD) guidance (http://www.ahead.org) • IEPs and 504s from high school may be used as additional information
Parental Role	• School is required to include parents in process • Parents have access to student records • Parents advocate for their students	• College officials are precluded from including parents once a student is enrolled (regardless of age) • Parents do not have access to students' records in most cases • Students advocate for themselves	• Parents urged to have the student communicate with BU staff from application to enrollment. • Once enrolled, parents do not have access to any records unless student gives permission electronically • Students may opt to include parent in process
Student Role	• Student is identified and supported by parents/teachers • Implementing accommodations is the school's responsibility	• Students self-identify to disability services (even if parents contact the office first) • Seeking and implementing accommodations is the student's responsibility	• Student chooses whether to self-identify and/or use services • Student is responsible to schedule accommodated testing and communicate such with the professor and Center for Academic Success

Teacher/ Professors/ Curriculum/ Grades	• Modifications to curriculum may be made • Extended time for assignments and projects is common • Multisensory approaches used	• Modifying the course work or expectations of the course is not an option • Extended time on tests may be given • Multisensory approaches may or may not be used. The frequency of tests and assignments varies. The types of assessments vary significantly • Attendance may or may not be taken; student is responsible for attending class • Grades are based upon the objectives and standards listed in the course syllabus	• Information in college section is applicable • College is writing & reading intensive & students are required to write in most classes • Class participation and/or group work is expected • Classroom attendance is considered an essential component of the curriculum • Students who miss class frequently, regardless of the reason, may encounter situations where the faculty will not take the late work and may fail the student for lack of participation • Grades may be heavily weighted on exam scores
Course Selections And Requirements	• Courses selected by counselor; requirements may be modified to accommodate disability	• Student is responsible for knowing requirements and, with the guidance of an advisor, for selecting courses	• Students must articulate any concerns or issues about requirements to their advisor. Most often the advisor can guide students to courses which minimize the impact of the disability.
Process		• Student must self-disclose & participate in an interactive process to establish accommodations	• Student makes an appointment with the Accommodation Specialist for an intake to review records & determine accommodations • Student follows through with testing, if needed • Student is responsible to request their accommodations each semester
Housing Accommodations	• Usually not relevant at most high schools; students live at home	• Some colleges have the housing staff make accommodation decisions; others have disability services make suggestions for housing accommodations	• Students are to make requests for housing accommodations as far in advance as possible, as there are limited options within the residence halls

The students' Responsibilities Regarding Testing in the Center for Academic Success

- All students wishing to test in the Center for Academic Success must request their accommodations before scheduling any exams.
- The student agrees to schedule tests 2 business days ahead (for example, if the test is on Monday the student needs to schedule before close of business on Thursday). Failure to do so may result in the student having to take the test in the classroom **without** accommodations.
- The student's test slot must start within an hour of the time the class begins taking the same exam. Any exceptions must be approved by the professor.
- The student is expected to acquire any exceptions via email and forward it to the CAS prior to the day of the test.
- The student is expected to communicate the dates and times of their tests in the CAS to their professors.
- The student must be on time. Any lateness is subtracted from their total test time just as it would be were they to test in the classroom. Students who arrive more than 15 minutes late may forfeit the opportunity to take the test in the CAS that day and will be directed to their professor for permission to reschedule.
- Upon arriving for their test, the student will lock up all personal belongings including (but not limited to) cell phones, smart watches, headphones, books, notes, etc.
- The student will be asked to empty their pockets before entering the testing room. Any items being taken into the testing room are subject to inspection prior to testing.
- Our testing room has an updated camera monitoring system and the footage is monitored live, recorded and reviewed.
- **Any student caught cheating will have their test stopped immediately and will be escorted to the professor.**
- **Any student caught cheating in the CAS a second time may forfeit the ability to test in the CAS in the future.**