

# **BENNETT COLLEGE**

## **OFFICE OF DISABILITY SERVICES**

“Focusing on the ABILITY in Disability”

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Director, Office of Disability Services  
2014-2015

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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 policy includes prohibition of harassment of students and employees (ie. 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:

Jeremy L. Rogers, MS  
Director of Disability Services  
Bennett College  
Catchings Complex Suite A  
jrogers@bennett.edu



Office of Disability Services

Bennett College  
900 E. Washington St.  
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Greensboro, NC 27401  
(p) 336.517.1502 (f) 336.517.2235

## **INTRODUCTION**

**Office of Disability Services (ODS)** The Office of Disability Services (ODS) works with offices throughout Bennett College to assure that the programs and facilities of the College are accessible to every student in the College community. Additionally, ODS provides reasonable accommodations, so students with disabilities who are otherwise qualified, may as independently as possible, meet the demands of College life. The following information is a general description of facilities, programs and accommodations available for students with disabilities.

Bennett College for Women ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the college. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities in the most integrated setting appropriate.

**Mission** The mission of the Office of Disability Services at Bennett College is to maximize the academic success, autonomy, social integration, and participation of each student, in addition to insuring 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 consumers (ie. students, faculty, & staff) by eradicating attitudinal & 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 consumers with disabilities and promote awareness of disability issues campus wide.

**\*For the purpose of this document, the term “consumer” refers to students, faculty, & staff of Bennett College\***



## **MAKING THE TRANSITION IN BENNETT COLLEGE**

The following information may be of particular interest to prospective students and their parents as they prepare to attend Bennett College. It includes information on our philosophy, programs, documentation guidelines and the critical difference between high school and college learning environment. We recommend that students review the handbook as soon as they have been accepted to Bennett College.

### **OUR BELIEFS**

The staff of the Office of Disability Services (ODS) believes that all students, regardless of disability, are entitled to equal access to education opportunity. Furthermore, we believe that success in a postsecondary environment for students with disabilities is largely dependent upon the development of independent learning and self-advocacy skills.

Lastly, we believe that, given adequate support systems and accommodations, students with disabilities can achieve academically at a level equal to that of their non-disabled peers, and that disability management is a developmental process. In keeping with these beliefs, while services are provided throughout the students' academic career at Bennett College, a special emphasis is placed on the first year experience. These services include but are not limited to those outlined below.

### **HIGHLIGHT OF SERVICES**

**Academic Support** This service is offered by the First Year Experience program located in Merner Hall. The services provided are as follows:

- Peer Tutoring
- Alternative Testing
- Disability Management Counseling
- Priority Registration
- Advocacy Assistance
- Referrals to External Resources
- Individual academic coaching and consultation services
- Workshops, seminars, and instruction in study skills, time management and transition to campus life
- Referral for additional testing services
- Academic consultation for course selection –Development and implementation of an individual accommodation plan outlining classroom accommodation needs



## DOCUMENTATION GUIDELINES

Bennett College works to protect the rights of its students, faculty, and staff. In order to assure that every individual is protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, documentation must be submitted that indicates the disability substantially limits some major life activity, including learning.

It is the responsibility of each consumer to obtain the documentation and present a copy to the Office of Disability Services. Any correspondence regarding the adequacy of the submitted documentation will be sent to the student. It is the student's responsibility to obtain additional information or clarification.

**Qualifications of the Examiner** Documentation must be submitted by a professional who is licensed or certified in the area for which the diagnosis is made. Name, title and license or certification credentials must be stated in the document. The documentation should be on office or practice letterhead, dated, signed and specifically addressed to:

Jeremy L. Rogers, MS  
Office of Disability Services  
Bennett College  
Catchings Complex, Suite A  
900 E. Washington St.  
Greensboro, NC 27401

\*The evaluating professional should not be related to the consumer in any way other than professionally\*

**GENERAL DOCUMENTATION REQUIREMENTS** In general, the following information should be included in documentation submitted to the Office of Disability Services. Additional requirements specific to various disabilities are located in the next section ("Required Documentation for Specific Medical Conditions or Disabilities). All documentation submitted to the Office of Disability Services will be stored for at least five years after the most recent date of contact or graduation from Bennett College. A student's file will be placed in an inactive status if there has been no communication with the ODS after four consecutive months.

**History** Personal, psycho-social, medical, developmental and/or education history relevant to the cause for evaluation should be included.

**Specific Diagnosis** The documentation submitted to the Office of Disability Services should include a diagnostic statement that lucidly identifies the disability. The ICD and/or DSM classification must be included.

**Methodology** Instruments are critical in explaining how data is gathered for the consumer. Diagnostic methodology should be fully described and include all data and measurements from appropriate evaluation instruments. Data based evidence of disability and level of impairment is required for the provision of accommodations. A discussion of the methodology used and the results obtained should draw a direct link to the diagnosis and the functional limitations of the disability. **NOTE:** Screening instruments, though often used to support a diagnosis, are not sufficient indicators of impairment; they will not be used to determine specific accommodations.

**Current and Substantial Limitations** In order to use valid results to determine accurate decisions based on the impairment, documentation should be age appropriate. Also, documentation must include a clear description of current limitations imposed by the disability as they relate to classroom performance and the various demands of College life. The documentation should discuss evidence of the impact of the disability on actual academic performance in the past year, including any accommodations or related services the student has used. Any impact, side effects or functional limitations observed or expected from the use of medications should also be discussed. A discussion of the expected progress and/or stability of the disability should also be included.

**Differential Diagnosis and Co-Morbidity** Documentation should include a discussion of assessment data that supports or refutes the diagnosis, including an exploration of alternative diagnoses as well as medical, psychiatric, educational and cultural factors that may contribute to symptoms. If multiple diagnoses are provided documentation should indicate primary and secondary diagnosis. Also, the report should discuss the functional limitations associated with each.

### **REQUIRED DOCUMENTATION FOR SPECIFIC CONDITIONS**

In addition to the information provided by the general documentation requirements listed above, please provide the following information based on the specific nature of the medical condition or disability.

**Blind and Visually Impaired** Documentation should explain the current functional limitations imposed by the medical condition and should contain:

- Specific diagnosis indicating current visual acuity
- Near and distant vision (left and/or right)
- Visual fields, with and without corrective lenses

**Chronic Medical Conditions** The documentation should explain the current functional limitations imposed by the medical condition and should contain:

- Specific Diagnosis
- Whether the limitations and/or symptoms are constant or episodic
- The frequency and/or duration of the limitations and symptoms
- Current medications and possible side effects
- Any information that may assist the ODS in determining reasonable accommodations

**Cognitive Impairments** Cognitive impairments may include Learning Disabilities (LD), Acquired Brain Injuries (ABI), Autism/Asperger’s Syndrome or Attention Deficit Hyper Activity Disorder (AD/HD). The documentation should explain the current functional limitations imposed by the condition, and should include the following:

- Indicate of psychological and/or psycho-educational tests used
- Explain all data and/or scores used to support diagnosis
- Current medications and possible side effects
- Interviews, surveys and other data collected to support diagnosis

**Deaf and Hard of Hearing** The documentation should include a comprehensive audiologist’s report and should also include:

- A specific diagnosis
- Date of onset (pre/post lingual)
- Current hearing levels and whether hearing loss is stable or progressive
- Speech reception levels with and without hearing aids and/or assistive listening devices

**Physical/Mobility Impairments** The documentation should identify functional limitations with respect to:

- Gross or fine motor functioning
- The permanent or temporary nature of the condition (if temporary, expected duration of the limitation or impairment)

**Psychological/Psychiatric Conditions** The documentation should explain the current functional limitations imposed by the condition. The following should be addressed:

- Basis upon which an Axis I and/or an Axis II diagnosis was made
- If psychological and/or psycho-educational tests were used, indicate all tests, data and scores used to support diagnosis
- Current medication including dosage and possible side effects
- Short/long term prognosis
- Therapeutic interventions and level of compliance
- Educational implications and nature and severity of limitations

**INSUFFICIENT DOCUMENTATION** In cases where documentation is incomplete students will be asked to provide additional or clarifying information from the evaluator. Students leaving the college for any reason may, upon readmission, be asked to submit updated documentation prior to receiving accommodations or services.

Generally, the following documentation is NOT sufficient for the provision of services and accommodations:

- Documents in which screening instruments or rating scales are used as the sole diagnostic tool
- Medical chart notes or prescription pad notations
- Documentation that is more than three (3) years old
- Testing instruments normed (standardized for children rather than adults)



## **VOLUNTARY DISCLOSURE**

To disclose a disability that may require accommodations, please fill out the *Request for Accommodations* form included enrollment booklet or contact:

Jeremy L. Rogers, MS  
Office of Disability Services  
Bennett College  
Catchings Complex, Suite A  
900 E. Washington St.  
Greensboro, NC 27401  
Email: [jrogers@bennett.edu](mailto:jrogers@bennett.edu)

### **DISCLOSURE PROCESS AND STUDENT RESPONSIBILITIES**

Once documentation has been provided to the Office of Disability Services, it is the responsibility of the student to make an appointment to review the documentation. The student must qualify for, and then assist in the development of the accommodation plan. Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary for success at the postsecondary level.

Once the accommodation plan has been completed, it remains the responsibility of the student to provide each instructor with a copy of the plan, and to arrange a meeting time with each instructor to discuss the plan and any accommodations that the student will need in that course. However, at the student's request, ODS may be called in to assist the student in explaining his or her individual needs to an instructor. Instructors may consult with ODS on any general concerns about accommodations for disabled students however, student confidentiality may not be broken without the express written consent of the student.

### **FREQUENTLY ASKED QUESTIONS FOR STUDENTS WITH SPECIAL NEEDS**

1. Does Bennett College have a Learning Disability Program?

Bennett College has comprehensive support services for students with learning disabilities, physical, mental, emotional, and developmental disabilities. In addition to classroom accommodations, the Office of Disability Services can provide or refer the services listed in the section titled *Highlight of Services*.

2. To whom can I send or give my documentation?

Documentation should be sent to:

Jeremy L. Rogers  
Office of Disability Services  
Bennett College  
Catchings Complex, Suite A  
900 E. Washington St.  
Greensboro, NC 27401

3. Do professors give untimed tests?

The student and ODS review existing documentation and determine the nature accommodations that are warranted. In some cases, that may be un-timed tests. This service is provided in the Office of Disability Services not by professors.

4. Will professors allow me to tape their classes?

Yes, however, that accommodation must be stated in the accommodation plan and you must request permission of the faculty member before recording any lectures. While by law, this accommodation should be denied by individual faculty members, they might ask students to either destroy or forfeit tapes after the end of a semester in an effort to protect intellectual property.

5. Does Bennett College provide tutors?

Yes, peer tutors in general education courses are available through Academic Services. These students are upperclasswomen usually majoring in the area in which they tutor, and recommended by faculty members. In addition, professional tutoring services are available in some skill areas. These services are available to any Bennett College student, not just to students with disabilities.

6. Does Bennett College provide note takers?

If “peer notes” are identified on the accommodation plan, then the student, the professor, and the Office of Disability Services will identify an appropriate classmate to serve as a note taker. Copies of notes are provided electronically to the student by the ODS. If the student receiving notes wishes to remain anonymous, he or she can make these arrangements through the office.

7. Does Bennett College waive course requirements?

No, course waivers are not granted for students with disabilities. At Bennett College, we believe in all students’ ability to succeed. Peer tutors and learning specialists are provided free of charge to assist in your journey to academic success.

8. What are my responsibilities as a student?

Once documentation has been provided to the Office of Disability Services, it is the responsibility of the student to make an appointment to review the documentation. Students must qualify for, and assist in the development of the accommodation plan. Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary to success at the post-secondary level.

9. If I had a 504 Plan or an IEP in High School, am I guaranteed services and accommodations in college?

No, not necessarily. Services for high school aged children are governed by the IDEA (Individuals with Disabilities Education Act). Students with a federally recognized disability are guaranteed services. Colleges and Universities are held to the standards outlined in Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. These pieces of legislation are anti-discrimination laws requiring that institutions make provisions and accommodations to insure full participation and non-discrimination regardless of disability.

In this instance, the need for a given accommodation is determined by demonstrated functional disability, not merely by diagnosis. However, it is the intention of Bennett College to meet or exceed federal guidelines and provide the support services that all of our students need in order to gain full access and opportunity. If you have any concerns about eligibility for accommodations or services at Bennett College, please feel free to contact our staff at any time.

10. Once I have decided to attend Bennett College, what should I do before school begins?

1. If you have not already done so, make arrangements to visit the campus and request a personal meeting with the Office of Disability Services.
2. Provide your documentation to the Office of Disability Services as soon as possible. Early action will allow plenty of time to address any discrepancies or issues that may arise concerning eligibility for services or completeness of documentation.
3. Make sure that the student is familiar with the contents of his or her documentation packet, the nature and extent of the disability, and is able to discuss the accommodations being requested.
4. Fill out and return the Request for Accommodations form once you are accepted into the college.
5. Participate in *Belle Beginnings* or early placement testing. If accommodations are necessary when taking Math, English, or Reading- be sure to notify the Office of Disability Services in advance when you know when you plan to take them. Accommodations may not be available without prior notice.

11. Who is responsible for requesting an interpreter?

Students requiring an interpreter for class must make the request to Disability Services. For outside class requirement, such as field trips or other assigned activities, as well as office hours, students should make a request for an interpreter at least two weeks ahead of time or more, depending on the event. Disability Services cannot guarantee an interpreter when requests are made less than two weeks before the event.



## **MAKING THE TRANSITION FROM HIGH SCHOOL**

The transition from high school to college is difficult for all students, but can be particularly difficult for students with disabilities. In preparation for the transition, students and parents should review and discuss the information that follows.

Characteristics of Successful College Students with Learning Disabilities:

1. Perseverance and persistence in the face of failure
2. Self-awareness with regard to their specific disabilities and appropriate compensatory strategies
3. Self-advocacy skills needed to articulate needs to college personnel
4. Overall cognitive abilities required for higher-order thinking, problem-solving, and synthesis of college level material
5. Willingness and ability to access all available resources
6. Independent living and social skills needed to function in a campus environment

Adapted in part from:

Raskind, Goldber, Higgins & Herman (1999). Predictors of Success in Individuals with Learning Disabilities: Results from a Twenty-Year Longitudinal Study. Pasadena, CA: Frostig Center.

**HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?**

<b>FOLLOWING THE RULES IN HIGH SCHOOL</b>	<b>FOLLOWING THE RULES IN HIGH SCHOOL</b>
Your time is structured by others	You structure your own time
You can count 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 will face moral and ethical decisions you have never faced before.

<b>STUDYING IN HIGH SCHOOL</b>	<b>STUDYING IN COLLEGE</b>
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 of 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 writing which may not be directly addressed in class.

<b>TEACHERS</b>	<b>COLLEGE PROFESSORS</b>
Teachers check your completed homework.	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 work.	Professors may not remind you of incomplete work.
Teachers approach you as if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

<b>TESTS</b>	<b>TESTS</b>
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 tests 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 courses usually schedule tests without regard to the demands of other courses or outside activities.



HOW IS COLLEGE DIFFERENT FROM HIGH SCHOOL?

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 grade.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first tests. These are usually “wake-up calls” to let you know what is expected—but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
Guiding principle: “Effort counts.” Courses 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 website @ [www.smu.edu](http://www.smu.edu)\*



## COUNSELING PROCESS

**Eligibility** Any student, faculty, or staff member of Bennett College is eligible for accommodation services from the Office of Disability Services. Once it has been determined that an individual is eligible for services the intake process may begin. An intake process has been effectively executed to determine the eligibility and need for services when the following information is gathered:

1. The department has received a precise understanding of (a) what the consumer is seeking, (b) whether Bennett's DDS can effectively assist and (c) the type of evaluations needed have been determined
2. Students, faculty, and staff have been informed of the departments confidentiality policy & retrieved a sign consent form
3. Background and demographic information has been obtain from the consumer
4. Information has been provided to the consumer explaining the department's objectives & services

**Intake Process** The intake process is the initial meeting with the consumer and the Office of Disability Services. It is at this stage where rapport is building initiates and detailed information is gathered about the impairment, cultural backgrounds, needs, and values of the consumer. Goals of the consumer and department are developed commensurately and analyzed to determine if they are rational or irrational goals. After an entitlement decision is made, it is pertinent for the department to discuss expectations of both the consumer and staff, services offered and evaluate if referral sources are necessary.

**Entitlement** The Office of Disability Services does recognize a difference between eligibility and entitlement. It is important to understand that all disabilities are medical conditions, but not all medical conditions are disabilities. In order to be found entitled to accommodation services, the student, faculty, or staff member must meet the following criteria:

1. Individual must have an impairment
2. The disability impacts the ability to learn or work
3. The individual can and wants to work or learn, and can benefit from services
4. The impairment plays a substantial part in academics or staff member's employment

## ACCOMMODATIONS PROVIDED

Bennett College will provide all reasonable accommodations to qualified students. The term reasonable is defined as follows:

1. The accommodation is warranted by the student's documentations
2. The accommodation does not "substantially alter" the student's course of study (in some cases, course substitutions may be approved)
3. The accommodation does not subject the institution to "undue financial hardship" as defined by the law.

### **Routinely Provided Accommodations**

1. Extended time on examinations
2. Oral Exams
3. Use of tape recorder for lectures
4. Peer Notes
5. Use of Calculator
6. Preferential Seating
7. Computer/laptop use
8. Separate room for exams
9. Proofreaders

**Note:** This is by no means an exhaustive list. Individual accommodations are designed based on student need. Only those accommodations that are appropriate for a student based on the exact nature and severity of his/her disability will be requested. Decisions about what is appropriate are best made with input from the student, the Office of Disability Services, and the individual instructor.

### **SPECIAL TESTING ACCOMMODATION PROCEDURES**

Any student who is entitled to extended time and/or separate testing environment (as noted on the accommodation plan) wishing to take tests in the Office of Disability Services (ODS) must adhere to the following procedures:

1. The student must inform instructors well in advance that they will be taking tests in the ODS. The Office of Disability Services privileges should be outlined on the accommodation plan, which is to be given to the instructor before the student asks for testing privileges.
2. At LEAST 2 days prior to the test (that time is longer for final exams) the student must inform the ODS that the test should be arriving to the department and provide our staff with the day AND TIME that the test will be taken.
3. Professors are encouraged to email all exams and quizzes to the director of the disability services department. In addition, professors have the option to deliver a hardcopy and the exams to the department located in Catchings Complex.
4. 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 being given or if class is scheduled after standard business hours. In this case, the student MUST obtain prior approval from the instructor to take the exam at a different time. Without this prior approval, the student will be expected in the Office of Disability Services at the time that particular class meets. If the instructor has concerns about test integrity, he/she may suggest to the student requiring extra time that she take the exam PRIOR to the rest of the class, instead of after. Faculty may also elect to provide alternative tests in these instances.

5. 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.

6. Faculty must provide an electronic or hard copy of the exam with instructions at least 1 day prior to the exam. Students may be required to follow additional procedural guidelines during final exam periods.
7. Students are not allowed to enter the testing room with personal items (calculator, notes, paper, purses, cell phones, etc.) without their professor's approval.
8. Punctuality is expected of all students who request accommodations. The Office of Disability Services will not administer any exams to individuals who arrive without approval from their course instructor more than 15 minutes after their scheduled exam time.

### **ADDRESSING CONCERNS REGARDING ACCOMMODATIONS**

In any communication about an academic accommodation issue, the Office of Disability Services is available to offer further discussion of the requested accommodation. Most concerns or questions are addressed by telephone or written correspondence from professors or department representatives. During these discussions, the Office of Disability Services makes 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 accommodation as required by law, the ODS will discuss the matter with appropriate college personnel.

**Handling Disagreements/Potential Disputes** Students with disabilities and/or college personnel are expected to disclose any disagreement and/or potential disputes to the ODS as soon as potential situation arises. Issues with accommodations should be related within 3 business days of the dispute. These concerns should be provided in writing.

1. Normally, a conference with the college personnel, student, and the Office of Disability Services can resolve the situation to the satisfaction of all concerned.
2. If a satisfactory solution is not arrived at during the aforementioned conference, the student and/or faculty member have the right to pursue the situation to the next level.
3. At this level, the Department Chair will be notified with the goal being the satisfactory resolution to the situation.
4. If this goal is not met, the Associate Provost for Academic Affairs and Campus Life (and other appropriate Bennett College personnel) will be notified.



5. If a resolution to the disagreement and potential dispute is not satisfactory to all parties, the student and/or college personnel have the right to appeal the decision to the Associate Provost for Academic Affairs and Campus Life.
6. If the concern does not involve a faculty member, the resolution will be handled through the Vice President for the disputed area.

Students entitled to receiving accommodations are expected to meet assignment deadlines as printed on the course syllabus. Extended time is only offered to students while completing tests, quizzes, and *in-class* assignments.



## Appendices

### Forms

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

**1. Appendix A: Request for Accommodations Form**

This form must be completed by students upon enrollment.

**2. Appendix A: Assessment Referral Form**

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

**3. Appendix C: Bennett College Accommodation Plan**

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

**4. Appendix D: Rights and Responsibilities of Students**

A numerical listing of the student's responsibility is included to provide a clear understanding of what is expected as a beneficiary of our office's services.

**5. Appendix E: Acknowledgement of Class Modifications**

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





DISABILITY SERVICES

REFERRAL FORM

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

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

Observations (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Poor Attendance        | <input type="checkbox"/> Late Assignments    |
| <input type="checkbox"/> Poor Test Performance  | <input type="checkbox"/> Poor Writing Skills |
| <input type="checkbox"/> Not Prepared for Class | <input type="checkbox"/> Poor Reading Skills |
| <input type="checkbox"/> No Class Participation | <input type="checkbox"/> Inattentive         |
| <input type="checkbox"/> Disorganized           | <input type="checkbox"/> 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 Disability Services. I will contact the student and get back to you as time permits. Please forward this form to:

Jeremy L. Rogers, MS  
Director of Disability Services  
Catchings Complex, Suit A

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Faculty



Office of Disability Services (ODS)

Bennett College  
900 E. Washington St.  
Catching Complex Suite A  
Greensboro, NC 27401  
(p) 336.517.1502 (f) 336.517.2235

### ACCOMMODATION PLAN

Name: \_\_\_\_\_

Academic Year/Semester:

Professor Name: \_\_\_\_\_

Course Name & Number: \_\_\_\_\_

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

Accommodations for Term:

The Office of Disability Services has granted \_\_\_\_\_ the following accommodations for class:

If there are any questions please do not hesitate to contact me at 336.517.1502.

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

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Office of Disability Services Staff

\_\_\_\_\_  
Date

\*This plan is in effect for the identified semester. The student should meet with the Office of Disability Services at the beginning of each semester for an updated plan. The student is responsible for initiating this meeting.\*



Office of Disability Services (ODS)

Bennett College  
900 E. Washington St.  
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Greensboro, NC 27401  
(p) 336.517.1502 (f) 336.517.2235

### **Rights and Responsibilities of the Student**

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 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 Disability Services and professional staff are available to assist student 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 decisions regarding accommodations by following the appeal procedures stated in the *Disability Services Handbook*.
9. To be informed of appeal procedures outside 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 his/her instructors and to discuss this plan with them.

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Student's Signature

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Date

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Staff Member's Signature

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Date

