

# RICHARD BLAND COLLEGE



# Academic Support Services

*Division of Student Affairs*  
11301 Johnson Road  
Petersburg, Virginia  
**804-862-6225**

*Richard Bland College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Richard Bland College.*

Dear Current or Prospective Student,

Richard Bland College is committed to providing an equal educational opportunity and full participation for persons with disabilities. It is our policy that no, otherwise qualified student with a disability is excluded from participating in any campus program or benefiting from any of the College's activities.

You should know that Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act protects the rights of people with disabilities as it establishes the foundation for equal opportunity. These regulations define a person with a disability as one who has "a physical or mental impairment that substantially limits one or more of the major life activities of such individuals; a record of such impairment, or being regarded as having such an impairment." Individuals with disabilities are protected from discrimination in admissions and employment. With adequate documentation of the current impact of the disability, individuals are entitled to appropriate accommodations.

### **Documentation Guidelines**

Documentation of a disability consists of an evaluation by an appropriate professional. It must include a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should include the following elements:

- ❖ A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- ❖ A description of the diagnostic tests, methods, and/or criteria used including specific test results (including standardized testing scores) and the examiners narrative interpretation.
- ❖ A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to the diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- ❖ A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- ❖ Students with ADD/HD should provide documentation in form of a letter or report prepared by the appropriate professional. The letter should include a clear statement of ADD/HD with the DSM-IV diagnosis, a description of the symptoms that meet the criteria for the diagnosis, and a summary of the assessment procedures and evaluation instruments

- that were used in the diagnosis. Documentation should also include information about current medication(s) used to treat the disability, possible side effects of any prescribed medication, and statements of the functional limitation of the impairment and whether the student's condition is mitigated by medication or any form of currently prescribed treatment.
- ❖ The credentials of the diagnosing professional(s), if not clear from the letterhead or other form. Please note that diagnosing professionals shall not be family members or others with a close personal relationship with the individual being evaluated.
  - ❖ Documentation prepared for specific non-educational venues (i.e. Social Security Administration or Department of Veteran's Affairs, etc. may not meet these criteria.
  - ❖ An IEP or 504 plans will not be considered sufficient documentation unless accompanied by a current and complete evaluation.
  - ❖ Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of an individual's current program. Accommodations are made on a case-by-case basis, considering the impact of a particular student's disability within the specific context in which that student must function.
  - ❖ The Disability Support Office at Richard Bland College recognizes the importance of including input from the individual requesting accommodations.
  - ❖ Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA/IDEIA) is given due consideration in determining the presence of a qualifying disability and making decisions regarding accommodations.

Should you have questions about any information included in this manual, please do not hesitate to contact me at 804-862-6225.

With best regards,

*E.S.W.-Martinez*

Evanda S. Watts-Martinez, M.A., M.T.S.,  
Director of Student Services

# THE ADA MANUAL AND POLICIES AT RICHARD BLAND COLLEGE

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# **RICHARD BLAND COLLEGE POLICIES AND PROCEDURES**

## **DISABILITY SERVICES**

The federal law, particularly Section 504 of the Rehabilitation Act of 1973 (Revised 1992) and the Americans with Disabilities Act of 1990 (ADA), protects the rights of people with disabilities as it establishes the foundation for equal opportunity.

The above regulations define a person with a disability as any one who has a physical or mental impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Moreover, people included are those who have visible disabilities (persons who are blind, deaf, or use a wheel chair) and those having invisible disabilities (i.e. psychological challenges, learning disabilities, or a chronic health impairment). A person is considered to have a disability if she/he has documentation of their condition or is regarded as having an impairment.

The following conditions are considered, a disability, but not limited to:

**Dyslexia**  
**Muscular Dystrophy**  
**Multiple Sclerosis**  
**Mental or Emotional Disorders**  
**Attention Deficit Disorder**  
**Attention Deficit Hyperactive Disorder**  
**Cerebral Palsy**  
**Epilepsy**  
**Orthopedic impairments**  
**Speech, visual, or hearing impairments**

Richard Bland College of The College of William and Mary is committed to providing equal educational opportunity and full participation for persons with disabilities. It is our policy that no qualified person with a disability be excluded from participating in any campus program or benefiting from any RBC activities. A person who has a disability must have equal access to programs, opportunities, and activities at Richard Bland College.

Individuals seeking disability services should contact the Disability Services Provider (DSS)/ADA Coordinator at 804-862-6263. Any grievance involving disabilities services should be addressed as outlined in the grievance procedures.

Richard Bland College has the right to maintain and require academic standards in the Associates of Arts and the Associates of Science degree programs. The College requests that students with disabilities provide valid and relevant documentation, completed by an appropriate professional source having verified the disability and the need for accommodative services. The DSS Provider may discuss the student's need for reasonable accommodations with a professional after obtaining the student's signed consent authorizing such discussion.

The College also has the right to provide reasonable accommodation(s) to students on a case-by-case basis or deny a request for accommodative services if the documentation is invalid. A document cannot be verified if it fails to identify a specific disability or verify the need for requested services. The students are responsible for submitting all documentations to the College in a timely manner.

### **THE SELF-IDENTIFICATION PROCESS**

1. The student submits the appropriate documentation to the Director of Student Services (Disability Services Provider) in the Center for Student Affairs.
2. The student will complete the following forms:
  - a. "Authorization to Release Information"
  - b. "An Inform Consent and Release of Information"
  - c. "National Voter Registration Services"
3. The student and the Disability Service Provider will discuss the necessary accommodations and other academic needs.
4. The Disability Services Provider sends the accommodations to the student's professor(s). A draft of the accommodations will also be sent to the student.

### **RICHARD BLAND COLLEGE ADA GRIEVANCE PROCEDURE**

Richard Bland College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason

of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by a public entity. Complaints should be addressed to the Disability Services Provider, Richard Bland College, Petersburg, VA 23805. Individuals may also contact the DSS Provider at 804-862-6263 or at [ewatts@rbc.edu](mailto:ewatts@rbc.edu). Accommodations and special assistance are available for students filing all complaints.

All complaints must be completed by the student, unless he/she is unable to do so because of a physical disability.

### **PROCEDURES**

1. A complaint should be filed in writing and should contain the name and address of the person filing it. The student must briefly describe the alleged discrimination. The complaint should be submitted to the Disability Services Provider in the Center for Student Affairs.
2. A complaint should be filed within sixty (60) business days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Disability Services Provider has ten (10) business days to complete the investigation. These rules contemplate informal but thorough investigations, affording all persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Disability Services Provider and a copy forwarded to the complainant no later than ten (10) business days after its filing.
5. The Disability Services Provider or the ADA Coordinator shall maintain the files and records of Richard Bland College complaints.
6. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint

with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

7. These rules shall be construed to protect the substantive rights of interested persons to meet appropriate process standards and to assure that Richard Bland College complies with the ADA and implementing regulations.
8. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within ten (10) days to the Assistant Provost for Student Affairs.

### **APPEALS PROCESS** **ELIGIBILITY DETERMINATION FOR** **ACCOMMODATIVE SERVICES**

Students are encouraged to communicate with the College's Disability Services Provider (Director of Student Services) if there are any discrepancies with their academic adjustments. Individuals who know about their learning disabilities will more than likely articulate the services and supports needed in order to succeed in college. By doing this, the student demonstrates effective self advocacy skills that allow them to address their problems and lead to sound educational solutions (2006). Communicating and working with the campus' disability services provider can be a rewarding experience for all involved in the accommodation process.

If a student disagrees with the DSS Provider's decision regarding eligibility for services or approved academic accommodations or adjustments, a formal written appeal must be submitted to the Assistant Provost for Student Affairs. The student must take the steps listed below when filing a formal appeal (2006).

1. A written statement, which includes the name, address, e-mail address, and the area code and telephone number of the person submitting the dispute must be filed within ten (10) business days of being notified of the approved accommodations or adjustments.
2. All disputes or complaints must highlight the specific accommodations or adjustments sought by the student.

3. The Assistant Provost for Student Affairs will respond to a student's dispute or complaint within five (5) business days.
4. If the Assistant Provost and the student fail to come to a resolution, the appeal will be forwarded to the Provost and Dean of Faculty, who will meet with the student and the DSS Provider within five (5) days of receiving the student's statement. The Provost will determine whether the accommodations are appropriate or suggest that a new plan be developed.

*All matters are handled in a confidential manner. To the best of our abilities, information will be given out on a need-to-know basis to relevant parties.*

## **PREPARING FOR ADMISSIONS INTO RICHARD BLAND COLLEGE**

Many students will face the eventuality of transitioning from high school to college. This experience has been formalized through the Individual Education Plan (IEP) or other transition plans supported by the Individual with Disabilities Education Improvement Act (IDEIA). These plans highlight the student's disabilities with the appropriate accommodations. Also outlined are the specific courses for the student to take, high school plans and the connections with relevant agencies in the community (i.e. Vocational Rehabilitation Services). Many graduating students participate in their transitioning process.

Once deciding to apply to Richard Bland College, students find that there are several factors of importance relating to their disabilities:

- Self-Advocacy- Self-Advocacy skills are essential to the overall success of the student. Students enrolling into Richard Bland College are encouraged to be aware of their strengths and weaknesses. Self-advocacy skills include, but are not limited to the following: Articulating academic needs, taking personal responsibility for your education, understanding your particular disability, and being aware of your learning style(s) or learning preference (s).
- High School Courses- Taking high school courses that are designed to prepare for college is important. If appropriate, students may wish to take computer training and/or foreign language.

- Increase Knowledge of Individual Rights and ADA Regulations- Along with familiarizing themselves with the ADA regulations, students should join a national organization. Several of these groups are willing to provide students literature on ADA legislation and will assist in developing effective academic compensatory strategies on the college level.
- Consider Internships, or Part-time job, or Community Service- These experiences will help students develop skills necessary to succeed in practically any environment.
- Understand the College Application Process- Students should be familiar with the Richard Bland College's application process and know what skills they have to offer. The college application process should begin as early as possible. The preferable deadline at RBC is August 15 for the fall semester and December 15 for the spring semester.
- Get to Know the Disability Services Provider and the College's Obligations to Disability Services- The ADA Coordinator at Richard Bland College, is located in the Center for Student Affairs. She can be reached at 804-862-6263. Prospective students are encouraged to visit the ADA Coordinator prior to submitting their applications for admissions.
- Enroll in Summer School- Taking summer courses prior to your first semester is very beneficial academically and socially. Richard Bland College offers **Psychology 101** to students who would benefit from increasing their ability to manage time and tasks effectively. This course focuses on other important skills such as studying, test taking and organizational skills. Students taking this course will engage in assessing and deploying their own learning style and preferred modes of cognition. They will learn effective problem solving skills and develop an awareness of the relationship between education, identity, and the psychosocial factor developmental tasks in learning and cognition. This course is an elective and will not satisfy the social science requirement Richard Bland College Catalogue.
- Contact Your Local Vocational Rehabilitation Agency- Many students have benefited from this option as it offers a variety of services to eligible students with learning disabilities (i.e. vocation assessment or testing services).

## **ADMISSIONS REQUIREMENTS** **FOR RICHARD BLAND COLLEGE**

Richard Bland College is an equal education opportunity institution. The College makes no distinction in the admission of students or in any other of its official activities on the basis of race, color, gender, sexual orientation, religion, national origin, handicap, political affiliation, veteran's status, or non-merit factors.

Applicants for admission must submit the Application for Admission obtained from the Center for Student Affairs, Richard Bland College, 11301 Johnson Road, Petersburg, Virginia 23805-7100. Although applications are accepted on a rolling basis throughout the year, it is recommended that students apply by May 15 for the fall semester and October 15 for the spring semester. A \$20.00 non-refundable fee is required of all persons making initial application to the College. Fee waivers are also accepted. Prospective students should see their high school guidance counselors for information regarding fee waivers.

A requirement for admission to Richard Bland College of The College of William and Mary is graduation from an accredited secondary school with a high school diploma, or the equivalent of this requirement as shown by passing the GED examination. Candidates are considered on the basis of:

1. High School achievement (academic work in grades nine through twelve);
2. Recommendations of high school counselor and/or principal;
3. Scores on standardized scholastic tests (SAT or ACT);
4. Participation in extracurricular activities and/or work experiences.

Although the College does not prescribe specifically the high school units to be presented, it is desirable that the candidate presents at least the following:

1. four units in English
2. two units in a foreign language (ancient or modern)  
The students may take a foreign language at Richard Bland College. If they did not take it on the

- secondary level.
- 3. two units in history
- 4. three units in mathematics
- 5. two units in science

Admission is normally restricted to those students who have achieved a minimum high school grade point average of 2.0. If in the judgment of the College, a candidate with a grade point average below a 2.0 has presented adequate evidence of academic potential, the candidate may be admitted to the College (see the Richard Bland College catalog for further details).

### Transfer Students with Disabilities

Students transferring to Richard Bland College should contact the ADA Coordinator in the Center for Student Affairs at 804-862-6263. Transfer students are invited to begin their matriculation during the fall and spring semesters or during the summer sessions. A transfer student must:

1. Have earned a high school diploma from an accredited school or have completed a General Education Degree (G.E.D.)
2. Possess a high school grade point average of 2.0 or better on a 4.0 scale
3. Complete an application for admissions
4. Pay a \$20.00 application fee
5. Provide an official high school transcript
6. Provide a copy of all college or university transcripts

As outlined in the College catalogue, a transfer student who hasn't completed one full semester of college work should request that a letter of good standing be sent from the previous institution.

### Re-admission

A student who does not register for one or more semester(s), but is eligible to return to the College, must submit an application for readmissions to the Center for Student Affairs to be re-admitted to the College. Students requiring disability services should see the DSS Provider prior to or immediately after submitting the readmissions application.

**ALTERNATIVE EDUCATION OPPORTUNITIES**  
**AT RICHARD BLAND COLLEGE**

**Admission into the Nursing and Radiation Science Programs**

A contractual relationship exists between Richard Bland College and Southside Regional Medical Center School of Nursing and the School of Radiation Sciences to provide academic support for these schools. Once enrolled in the School of Nursing or the School of Radiation Sciences, all required support courses must be taken at Richard Bland College Richard Bland College Catalogue.

For admissions criteria contact Mrs. Tanya Little, Director of Admissions by phone at 804-862-5804 or via email at [tlittle@ssrmc.org](mailto:tlittle@ssrmc.org). Students may also contact Mrs. Jennifer Langston by phone at 804-862-5787 or via email at [Jennifer\\_Langston@chs.net](mailto:Jennifer_Langston@chs.net) .

For information concerning the Radiation Sciences program, students should contact Mrs. Pam Shelton, Director of Admissions by phone at 862-5800 or via email at [pshelton@ssrmc.org](mailto:pshelton@ssrmc.org).

*Students needing accommodative services in the School of Nursing* should contact the Director of Nursing-Southside Regional Medical Center at 804-862-5800.

*Students needing accommodative services in the School of Radiation Sciences* should contact Mrs. Pam Shelton, Director of Radiation Sciences Program at Southside Regional Medical Center 804-862-5800.

To obtain applications for the School of Nursing or Radiation Sciences, students may contact any of the program directors at:

801 South Adams Street  
Petersburg, Virginia 23803  
[www.srmconline.com](http://www.srmconline.com)

Students may also pick up applications and other information on the 2<sup>nd</sup> Floor in the Center for Student Affairs Transfer Center at Richard Bland College of The College of William and Mary.

## **THE ADMISSIONS AND ENROLLMENT PROCESS FOR STUDENTS REQUIRING ACCOMODATIVE SERVICES**

Upon being accepted to Richard Bland College, students should call the receptionist in the Center for Student Affairs to schedule a time for a placement test. Students needing accommodations should meet with the ADA Coordinator prior to the test. Accommodative services will begin the moment the student provides valid documentation of their disability.

Once the student completes the tests, he/she will see the ADA Coordinator who will serve as his/her academic advisor until the completion of the degree program (unless the student desires to have another academic advisor, in which case the ADA Coordinator will serve the student by providing accommodative services only). The advisor and the student will work as a team when devising an education plan and reasonable and appropriate academic accommodations.

After meeting with the ADA Coordinator, the student will have an academic schedule for that semester. The schedule will list the names of the course, the instructors/professors, and the meeting times and days of each course. The student will also realize his/her rights and academic responsibilities. Perhaps most importantly, the student will leave the advisor's office feeling valued and appreciated. He/She will also be ensured that the information discussed is confidential and that all documents pertaining to his/her disability will be secured.

### **STATEMENT OF CONFIDENTIALITY**

By law all documents and information will be secured and kept confidential. Richard Bland College maintains confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student. Students should see the ADA Coordinator regarding waiver forms for authorization to release the appropriate information to their instructors.

### **UNDERSTANDING YOUR PRIVACY RIGHTS**

As indicated in the Richard Bland Statement of Confidentiality, the College is committed to protecting the privacy of students' records.

## **THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

To protect the rights of the student, the **Family Educational Rights and Privacy Act** (FERPA) was passed in 1974 and amended several times later.

FERPA gives students the right to have access to their educational records, consent to release a record to a third party, challenge the information on their records and be notified of their privacy rights (2002, FERPA p. 1).

## **STUDENT RIGHTS AND RESPONSIBILITIES**

By federal law every student with a documented disability has the following rights:

1. To equal access to courses, programs, services, jobs, activities, and facilities.
2. To the appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability except by federal law.
3. To reasonable and appropriate accommodations determined on a case-by-case basis.
4. To equal access to information.
5. To follow the student grievance procedure when they have been denied the opportunity for equal access to an individual course, program or college activity.

Every student with a disability has the responsibility to:

1. Meet the qualifications and requirement and academic/institutional standards of Richard Bland College.
2. On a voluntary basis, identify herself/himself to the ADA Coordinator as an individual with a disability when seeking accommodations. These steps must be taken in a timely manner.

3. Provide the Disability Services Provider documentation from an appropriate professional source that verifies the nature of the disability and the functional limitations.
4. Follow the procedures for obtaining and using reasonable and appropriate accommodations.

**VERIFICATIONS/CERTIFICATIONS**  
**NEEDED FOR ACCOMODATIVE SERVICES**  
**AT RICHARD BLAND COLLEGE**

In order to be eligible for disability/accommodative services at Richard Bland College, students are required to submit the proper verification and certifications to the ADA Coordinator on campus. These professionals must have expertise in the area of learning disabilities and must be experienced in working with this population. The student's documentation must have the diagnosing professional's name, title, signature and information about license or certification (under certain circumstances) on the letterhead stationery [www.ets.org/disability/adhdplcy.html](http://www.ets.org/disability/adhdplcy.html).

If a student is diagnosed with:

Learning Disabilities and Attention Deficit Disorder

- Psycho-educational evaluations performed by a qualified professional. Students with Attention Deficit Disorder should have a psychiatrist or another qualified professional to complete an ADD Certification form.
- This report should include a comprehensive and detailed assessment of the current impact of the ADD/ADHD and an interpretive summary of relevant information.

Deafness or Hard of Hearing

- A copy of an audiogram, administered within the last three years by a physician, audiometrist or an audiologist should be submitted. The information must verify the extent of the student's hearing lost.

### Legal Blindness or Visual Impairment

- The student should submit a copy of their most recent eye examination results from his/her ophthalmologist or optometrist. The form(s) should verify legal blindness or other visual impairment.

### Mobility Impairment, Speech Impairment, Acquired Brain Injury, Chronic Illness, or Other Disabilities

- The student should submit the proper forms to the ADA Coordinator with information relevant to his/her disability. This form should come from the student's physician or an appropriate professional.

## **ACCOMODATIVE SERVICES FOR STUDENTS WITH DISABILITIES**

Academic accommodations and disability support services are provided upon the recommendation of the DSS Provider/ADA Coordinator. Students must submit the proper documentation(s) to the DSS Provider/ADA Coordinator before the accommodations are determined. The Coordinator will explain the purpose and nature of the accommodations to the student after the selection of courses.

**Academic Accommodations** and **Disability Support Services** are the two ways in which students with disabilities at Richard Bland College are supported. Accommodations are not to be used as tools to remediate the student's learning process or lower the standards or performance for learning-disabled students.

Academic Accommodations may include, but certainly, not limited to the following:

#### **Classroom-**

- Tape recorded lectures
- Notetaker
- Seating location
- Copy of lecture notes
- Type of Seating (table, table and chair)
- Use of computer
- Interpreter
- Dictionary
- Tutoring

#### Further Accommodations-

- Speller and/or Calculator
- Research/Library Assistance
- Calculator
- Lighting
- Braille

#### **Exams/quizzes/assignments-**

- Separate room testing
- Use of computer
- Extended time
- Reader/Scribe
- Alternate format of tests/quizzes

Faculty members are expected to arrange and mutually agree on a time and place for the aforementioned academic adjustment.

#### Disability Support Services

Disability support services are designed to provide students equal access in the educational environment. Appropriate services may include, but are not limited to:

- Disability management/ Educational Access Plan
- Assistance in compensatory academic strategies
- Disability related Counseling
- Referral to faculty and staff
- Referrals to community agencies
- Career Counseling
- Transfer Counseling

### **Other Support Services for Students**

#### Counseling Services at Richard Bland College

##### Counseling Services

Richard Bland College is committed to offering a variety of counseling services to assist degree-seeking students with their overall development. Free and confidential counseling is available for individuals

needing help with personal, academic, and career concerns. Students may make an appointment to see a counselor in the Center for Student Affairs by calling 804-862-6225.

Because college life poses special challenges both inside and outside of the classroom, students often seek help with balancing their coursework, jobs, and personal lives. To facilitate their development, the counselors in the Center for Student Affairs work with students to identify strategies that will enable them to achieve realistic goals.

### Psychiatry Services

The counselors in the Center for Student Affairs provide referrals to students who will benefit from psychiatric services. Referrals are made for individuals requiring long-term psychiatric involvement, specialized care, or crisis intervention.

### Richard Bland College Community Agency Referral Guide

The Community Agency Referral Guide is a manual that provides students with a list of hospitals, counseling services, crisis centers, and educational agencies throughout the Petersburg /Tri-Cities area. The manuals are placed in the magazine racks located on the second floor of the Center for Student Affairs, as well as in the racks located in the Student Cafeteria. Students may also access the manual on-line at: [http://www.rbc.edu/StudentActivities/Community\\_Service\\_Guide.pdf](http://www.rbc.edu/StudentActivities/Community_Service_Guide.pdf)

### Academic Support Services

Counselors and Advisors are available to assist students with college success skills such as:  
Organizational skills  
Study skills  
Test-taking skills  
Time-management skills

### Transfer Counseling

Transfer counseling services are offered in order to ensure that students enroll in the appropriate courses needed to fulfill the lower-division general education requirements at their transfer institutions.

### Counseling for Students with Disabilities

The Director of Student Services works with students with disabilities in order to help them develop or increase their self-advocacy skills. Counseling involves helping students to become more adept at assessing and understanding their learning styles, strengths, weaknesses, needs, and preferences.

## Counseling Services for Students in the O.A.S.I.S. "Opportunity to Achieve Success in School" Program

A student accepted into the O.A.S.I.S program has graduated from high school with a grade point average falling below the usual acceptance criteria (no less than a 1.7 GPA). The applicants are admitted into the College based on their potential to succeed with extra help.

Academic advisors and counselors are available to explain the conditions of the O.A.S.I.S. program to students. They will also provide the necessary support students need for their academic achievement and success.

## Career Services

The counselors at Richard Bland College support students in making informed career decisions. Students seeking career counselor services are given opportunities to assess their skills, values, interest and abilities. The counselors partner with students in an effort to assist them with drafting résumés and cover letters, developing effective job interviewing skills, and creating a positive work ethic.

## The RBC Academic Support Group for Students with an Array of Learning Styles

**Statement:** The academic support group at RBC motivates students to take charge of their learning experiences in college. Participants learn more about their individual learning styles and discover effective ways to apply educational strategies that will promote learning in the classroom. Group members also discuss social issues that may impact academic success.

**Structure of the Group:** The group is guided by the leader who initiates, generates, and sets the tone as well as the parameters for dialogue.

**There are no more than 7 people per group.**

**Students learn from students!** Participants work together to sort through academic concerns while increasing positive and supportive academic partnerships among members. The academic support group offers students a broad base of knowledge and experiences that can be applied to different situations. Individuals will often engage in self reflection and evaluation.

- ***Academic Coaching System***-The academic support group gives responsible and skilled students the opportunity to serve as academic coaches. In this capacity, students function as co-leaders in discussions.

**Expectations of the Group Setting**- Members of the academic support group can expect to become more attuned to their particular modes of learning. They can also expect to develop into courageous and responsible individuals by confronting and coming to terms with their academic fears while simultaneously polishing their strengths.

**Limitations of the Academic Support Group**- The academic support group is not a study or tutoring session for students. The group's entire purpose is to give students the opportunity to explore educational strategies and techniques shared by participants. The group's leader and co-leader are not instructors or instructional assistants at Richard Bland College and will, therefore, not provide any content directly related to any course. The academic support group is not an excuse to miss class. All members are required to attend their courses regularly.

**POTENTIAL TOPICS TO EXPLORE AND DISCUSS**

Identifying, defining, and overcoming academic deficits and barriers.  
 Developing self esteem  
 Setting priorities  
 Accepting responsibilities  
 Psychological and emotional wellness  
 Increasing communication with professors  
 Work on memory "mnemonics" techniques  
 Reading techniques  
 The note taking process & techniques  
 Improving study habits  
 Test Taking Strategies-alleviating anxiety  
 Success strategies in distance learning courses  
 Issues Relating to Academic Integrity  
 Overcoming math and science anxiety  
 Cooperative learning-Study groups  
 Balancing family life, work and school schedules  
 Career counseling  
 Living with diversity-appreciating the value of different human cultures  
 Etiquette across cultures  
 Managing conflict  
 Importance of support systems and partnerships  
 Self advocacy in academic advising and registration

Transferring to four year colleges and universities  
Learning the language of higher education  
Leadership  
Becoming a critical thinker  
Creative thinking  
Effective decision making

### **GRADUATING FROM RICHARD BLAND COLLEGE**

Students seeking accommodations at a four-year college should contact the ADA Specialist of that institution. He/She may request that the ADA Coordinator at Richard Bland College assist him/her through the entire application process.

Students may also request copies of any relevant ADA paperwork on file to be submitted to the specialist at the four-year college.

### **TRANSITIONING TO THE FOUR YEAR INSTITUTION FROM RICHARD BLAND COLLEGE**

#### **Keep this in mind:**

- Visit the Disabilities Services Center at the four-year college. Alert them of your presence and needs. Discuss the accommodations.
- A college/university must provide auxiliary aids and services.
- Faculty members cannot discriminate against students with disabilities. ADA compliance is a team responsibility and the faculty members are a necessary part of this team.
- The student must be able to articulate her/his disability and possibly be prepared to share information regarding learning styles to the professor.
- A postsecondary institution must make reasonable and appropriate accommodations in courses and extracurricular programs and activities.
- Institutions are not responsible for providing personal services such as tutoring unless they provide tutoring to other students. If these services are accessible to other students, then it must be provided to students with disabilities.

- Higher Education Institutions are not responsible for other personal services such as attendance, hearing aids, glasses etc.
- Colleges and/or Universities may not charge money for reasonable accommodations.
- Colleges do not have to provide accommodations that would alter their academic requirements or education programs.
- The student has the right to ask questions if he/she doesn't understand or is not sure how to proceed in a case involving their accommodations or disabilities.
- Professors may not leave students adrift without accommodations. If a note taker is unavailable, the student should see the ADA Administrator for a different solution.
- Professors cannot debate about "fairness" to other nondisabled students or whether providing accommodations violates someone's academic freedom (Simon, 2002,p. 2).

### **RESIDENCE HALLS AT RICHARD BLAND COLLEGE**

In the fall of 2008, Richard Bland College will become a residential campus which offers students the option of living in one, two, three, or four bedroom apartments. Please view the following website for additional information on student housing <http://www.rbc-living.org/> . Applicants may also contact the Director of Residential Life at 804-862-6161. Students with special needs should consult with the Director of Student Services at 804-862-6263 before speaking to the Director of Residential Life.

### **CAMPUS RESOURCES FOR STUDENTS WITH DISABILITIES**

President's Office	Maze Hall 804-862-6221 Fax 804-862-6455
Provost's Office	Maze Hall 804-862-6210 Fax 804-863-1666
Student Accounts	Maze Hall 804-862-6213

Financial Aid

Maze Hall  
804-862-6260 Fax 804-862-6197

Disability Services Provider  
The Center for Student Affairs  
804-862-6225 Fax 804-862-6490

Counseling Services

The Center for Student Affairs  
804-862-6225 Fax 804-862-6490

Residence Life Office

Director of Residence Life  
804-862-6161

Career Services

The Center for Student Affairs  
804-862-6225

Representative  
Southside Regional  
Medical Center

Tonya Little  
Director of Admissions  
Office at SRMC: 804-862-5804  
Fax 804-862-5937

Library

Director of Media Services  
Student Center Building  
804-862-6125

The Student Assembly

The Center for Student Affairs  
2<sup>nd</sup> Floor  
804-862-6161

Student Activities

The Center for Student Affairs

The College Transfer Center

The Center for Student Affairs  
2<sup>nd</sup> Floor

**CAMPUS RESOURCES CONTINUED:**

Health and Wellness

Mrs. Charlotte Rhodes  
Statesman Hall  
804-862-6241

Academic Computing Lab

Mr. John Dyson  
Ernst Hall  
804-862-6119

Math Lab

Mrs. Margo Sommer  
Math Department  
Ernst Hall 104  
804-862-6491

Writing Lab

Ms. Alexandra Duckworth  
English Department  
Ernst Hall 207  
804-862-6262

Nutrition Professor

Biology Department  
Ernst Hall 217  
804-862-6493

Faculty Secretary

Ernst Hall  
804-862-6499

Faculty Secretary

Humanities and Social Science  
Building  
804-862-6497

Campus Security

804-862-6203  
After normal business hours  
804-720-9179

Please refer to the Richard Bland College web page at [www.rbc.edu](http://www.rbc.edu) for the website address of the above resources.

## **REFERENCES**

1. Educational Testing Services: Office of Disability Policy (1999 Revised). *Policy statement for documentation of attention deficit disorder in adolescents and adults*. (website) Retrieved on February 21, 2005 from [www.ets.org/disability/adhdplcy.html](http://www.ets.org/disability/adhdplcy.html).
2. Family Educational Rights and Privacy Act (FERPA). Family Policy Compliance Office: Retrieved on March 20, 2002 from the Department of Education website at: [www.ed.gov/offices/OM/ferpa.html](http://www.ed.gov/offices/OM/ferpa.html).
3. Goodin, S. & Parker, D. et.al. Association on higher education and disability. *Program Evaluation of Postsecondary Disability Services: From Theory to Practice*. Waltham.  
  
National Center for Learning Disabilities. Self-advocacy, 2006. Living with LD. June 6 <http://www.nclld.org/>
4. Richard Bland College of The College of William and Mary Catalogue 2004-2006. Petersburg, Virginia.
5. Simon, Jo Anne (2002). *ADA: Nondiscrimination in higher education. What's the law?* Retrieved March 11, 2002 from The Northeast Technical Assistance Center: Website [www.netac.rit.edu](http://www.netac.rit.edu)
5. United States Department of Justice Civil Rights Division Voting Section. Title 42 Public Health and Welfare Chapter 20- Elective Franchise. Subchapter I-H National Voter Registration Act section 1973 (website) Retrieved on February 28, 2005 from: [http://www.usdoj.gov/crt/voting/42usc/anchor\\_1973gg](http://www.usdoj.gov/crt/voting/42usc/anchor_1973gg)
6. Virginia Commonwealth University retrieved on February 6, 2008 from [www.vcu.edu/dss/students/servicesdocumentation](http://www.vcu.edu/dss/students/servicesdocumentation).
7. Worcester Polytechnic Institute. Appeals and grievance procedures: Appeals process for eligibility determination, April 20, 2005. Student Disability Services Website. June 6, 2006. <http://www.wpi.edu/Admin/Disabilities/appeals.html> .

# **APPENDICES**

## **IMPORTANT FORMS FOR THE DISABILITY SUPPORT OFFICE AT RICHARD BLAND COLLEGE**

- A). Informed Consent and Release of Information form
- B). National Voter Registration Act
- C). Authorization to Release form
- D). The Americans with Disabilities Act Program Evaluation  
Students may use this form to assess the effectiveness of RBC's  
Disability Support Services.



### **INFORMED CONSENT AND RELEASE OF INFORMATION**

**I am aware that:**

- I can file an appeal with the Provost and Dean of Faculty if the Student Disability Service Provider cannot establish mutually acceptable accommodations.
- Any complaints should be filed in writing, containing the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
- A complaint should be filed within sixty (60) days after the complainant becomes aware of the alleged violation. An investigation shall follow the filing of the complaint.
- A written determination as to the validity of the complaint and a description of the resolution shall be issued by the Student Disability Services Provider and a copy forwarded to the complainant no later than ten (10) working days after its filing.
- The use of the RBC Grievance Procedure is not a prerequisite to the pursuit of other remedies.
- It is my right and responsibility to disclose my disability to instructors, program supervisors or other parties when and if I choose to initiate requests for accommodations.
- I must make accommodation requests in a timely manner.
- I can request assistance from the Student Disability Services Provider when making accommodations requests.
- I can obtain a full copy of Richard Bland College's policies related to access through the Center for Student Affairs.
- These rules are intended to protect the substantive rights of interested persons to meet appropriate process standards.

- Richard Bland College complies with the ADA in accordance to section 504 of the Rehabilitation Act and with the American with Disabilities Act by providing **reasonable** accommodations.
- **I must inform the Student Disability Services Provider of my plans to take courses during the summer.** It is also my responsibility to forward a copy of my summer schedule to the Student Disability Services Provider. Failing to comply with this policy could possibly impact my chances of receiving academic accommodations during the summer months. The Division of Student Affairs is not responsible for summer registration.
- I must inform the Student Disability Services Provider each time that I make changes (adding or dropping) to my schedule. Failing to fulfill this responsibility may affect my chances of receiving academic accommodations in a timely manner.
- The Student Disability Services Provider will supply me with copies of my accommodations. I will keep the copies in a secure location, and/or will disseminate them to the appropriate instructor in the event that I add/drop a course within the time established by Richard Bland College.
- I must deliver my accommodations to all academic instructors listed on my course schedule unless I specifically request for the Student Disability Service Provider to forward the letter to through inter-campus mail.
- In compliance with the National Voter Registration Act of 1993 (also known as the "NVRA" and the "Motor Voter Act"), [42 U.S.C. 1973gg-5\(a\), \(b\)](#), The Student Disability Services Provider will take the appropriate measures to ensure that I've registered to vote in the United States of America.

I have had the opportunity to read the above information, and had opportunities to ask questions and provide feedback. I understand the rights and responsibilities outlined in this document.

Signature \_\_\_\_\_  
 Date \_\_\_\_\_

Disability Service Provider: \_\_\_\_\_  
 Date \_\_\_\_\_

B).



Dear Student,

I wish to inform you that the goal of Richard Bland College is to fully comply with the mandates set forth by the Americans with Disabilities Act and the federal voter registration law. As we strive to act in accordance with these directives, the College provides voter registration services to individuals receiving accommodations and auxiliary aids. As a student registered to receive disability services in The Division of Student Affairs on campus, I encourage you to complete the items below and send it the address below. Your response (s) will be on file in our office. Should you have questions or concerns, please do not hesitate to contact me at 804-862-6263. Thank you for your cooperation.

**Richard Bland College**  
Center for Student Affairs  
11301 Johnson Road  
Petersburg, Va. 23805

**You may also fax your responses to me at: 804-862-6490**

Attn: Mrs. Evanda S. W-Martinez

Student's Name \_\_\_\_\_

**Do you want to register to vote?**

Yes

If yes, a Voter Registration application will be sent to you. You will need to send the Voter Registration application to your local General Registrar: This address is located on the back of the Voter Registration form.

No

Please fax or send back even if your response is "no".

c).



## **AUTHORIZATION TO RELEASE INFORMATION**

I, \_\_\_\_\_, authorize  
Richard Bland College to share relevant and  
necessary information with my professors  
that will enhance my education.

I understand that the sole purpose of my  
academic accommodations is to give me  
the opportunity to demonstrate mastery of  
the subject matter.

Signature \_\_\_\_\_

Date \_\_\_\_\_

D).

**The American With Disabilities Act Program  
Richard Bland College**

**Program Evaluation**



Dear Student,

The Student Disability Division in the Center for Student Affairs is conducting a program evaluation this term. The purpose of the program is to review the services and programs offered to students receiving academic accommodations by Richard Bland College. Disabled students' perceptions, opinions, suggestions and recommendations are very important; therefore, we are seeking your assistance in completing this survey.

This survey can be offered verbally, if needed. Please complete and return the survey to the Disability Services Provider at Richard Bland College of The College of William and Mary. Thank you for your cooperation.

**Section I. General Questions**

Please respond to the following questions unless you have no knowledge or experience or opinion about a specific question or service. Respond to each question by placing a check mark on the appropriate line. Also, each question has space for you to make any comments, suggestions or recommendations about that question.

1. How do you rate the assistance given by the Disability Services Office on campus?

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

2. How do you rate your adjustment during your first semester? For example, learning about services, accessibility, making new friends, etc).

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

3. How do you rate the degree to which you find the Disability Office staff in general to be helpful, understanding, and capable of providing services and assistance?

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

4. How do you rate the general sensitivity and awareness of instructors toward students with disabilities in making appropriate accommodations in their classes?

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

5. How do you rate the general attitude of non-disabled students toward students with disabilities?

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

6. How well do the academic support services offered by the Disability Division in the Center for Student Affairs assist you in your academic course work?

excellent\_\_\_\_\_ good\_\_\_\_\_ adequate\_\_\_\_\_ fair\_\_\_\_\_ poor\_\_\_\_\_ n/a\_\_\_\_\_

7. Has the Disability Division at Richard Bland College worked with you and/or an instructor to resolve academic-related problems?  
Yes\_\_\_\_\_ No\_\_\_\_\_ n/a\_\_\_\_\_

If yes, how well did the disability service provider work with you and/or the instructor?



## YOUR GUIDE TO DISABILITY SERVICES AT RICHARD BLAND COLLEGE

Students seeking accommodative services on the campus of Richard Bland College must follow steps listed below:

- Contact the Americans with Disabilities Act's Service Provider in the Center for Student Affairs. The student may call 804-862-6225 to set up an appointment with the Disabilities Services Provider.
- During the student's initial visit to the DSS Providers' office, he/she will complete the necessary paper work to receive services. The student must submit the appropriate documentation with an evaluation or assessment date of no more than three (3) years.
  - **The student and the Disability Services Provider will work together to establish academic accommodations and adjustments that are needed for academic success.**
- The DSS Provider will send out a confidential letter with a list of academic adjustments to the student's professors. If the student prefers, he/she may take the confidential letter to the professor. The DSS Provider will not disclose the student's condition or disabilities to the professor.
  - **RBC students are encouraged to use self advocacy skills. Talking about their disability and informing the professor about their learning styles can be very beneficial. The student should keep in close contact with the DSS Provider and an academic advisor.**
- Students receiving services should take advantage of any and all tutoring opportunities on campus. Tutoring services are free for all individuals. For information concerning the times and days of the tutoring labs, students should speak to their professor (s).
- Prospective students seeking services should not send documentation or any other disability paperwork with their admissions applications.

Manual revised on March 5, 2008