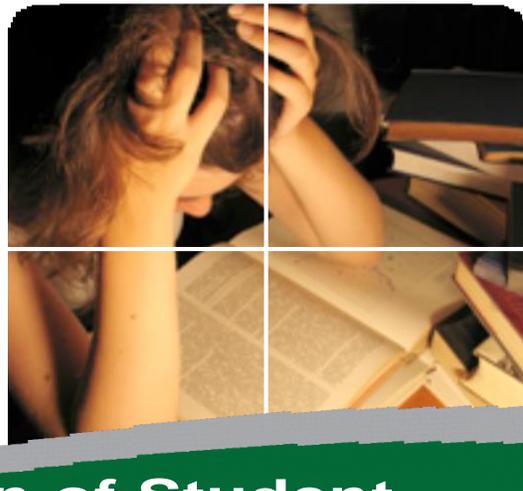




A Great Place To Start™

ADA Student Services

Handbook



Division of Student
Development Services

TABLE OF CONTENTS

College Mission Statement	3
College Principles of Integrity	4
Student Development Services Mission and Goals	5
Policy of Nondiscrimination	5
ADA Contacts	5
Policies and Procedures for Students	6
Who is Eligible for Accommodations	7
What is a Disability	7
Disability Services for Veterans	7
Service Animals	7
Types of Disabilities	8
Accommodations Offered	9
Valid Documentation Required	10
Students' Responsibilities	10
Required Forms to be Completed by Students	11
Differences Between High School and College ADA Accommodations	12
Rights and Responsibilities of Faculty	12
General Classroom Accommodations	14
Accuplacer Testing Accommodations	14
Classroom Testing Accommodations	14
Types of Testing Accommodations	15
Family Educational Rights Privacy Act	18
Health Insurance Portability and Accountability Act	18
Grievance Process Procedures	19
Student Acknowledgement Form	20
Sample Forms	21
Quick Tips for Students	27

For more information on ADA Accommodations
Contact Latasha Perine, ADA Advisor
251-405-7094 or lperine@bishop.edu

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Accreditation: Bishop State Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Bishop State Community College.

INTRODUCTION

The purpose of this ADA Handbook is to introduce students to the overall policies of Bishop State Community College and the services provided by the ADA Office.

The information provided in this Handbook will also help faculty, staff, and instructors become more comfortable and effective in working with students with disabilities and provide valuable information on the accommodations and services that can be provided for student success.

BISHOP STATE COMMUNITY COLLEGE MISSION STATEMENT

The mission of Bishop State Community College is to provide high-quality educational opportunities and services that are responsive to individual and community needs for the citizenry of Mobile and Washington counties at an affordable cost. The College utilizes traditional and distance learning to accomplish its mission. Bishop State Community College fulfills its mission by offering the following:

- Transfer education designed to prepare students at the freshman and sophomore levels for transfer to other colleges and universities.
- General education courses in the liberal arts and sciences to support all college degree programs.
- Technical, vocational, occupational, and career education courses that prepare students for immediate employment, retrain existing employees, and promote local and state economic stability and competitiveness.
- Partnerships with business, industry, and professional groups to assess and fulfill training needs to meet workforce demands.
- Developmental education to assist individuals in order to improve learning skills and overcome educational deficiencies to bring their basic skills to a level appropriate for college-level work.
- Academic support services that include a learning resource center and basic skills activities that enhance instruction.
- Student support services that provide advising, counseling, tutoring, financial assistance and social and cultural activities for all students, including those with special needs.
- Continuing education and personal enrichment opportunities that support lifelong learning and the civic, social, and cultural quality of life.
- Conducive learning environments equipped with classroom technology and attractive physical campuses.
- Continuous assessment through research and development of programs and services and the utilization of results for improvement.

PRINCIPLES OF INTEGRITY TO GUIDE BISHOP STATE COMMUNITY COLLEGE

As members of the Bishop State family – administrators, faculty, staff, students, and alumni – we believe in the following principles of integrity that serve as a code of ethics to lead us in the fulfillment of our individual and collective “Commitment to a Program of Excellence” for the overall good of Bishop State Community College.

- A. Truthfulness and Integrity – We value honesty in all we do and say.
- B. Responsiveness and Accountability – We serve the people of Alabama and respond to them with our best, with correct decisions and actions.
- C. Helpfulness – We help by providing beneficial knowledge, information, and training to individuals, groups, and communities.
- D. Orderliness – We organize data, information, facts, and ideas in a manner that is useful, retrieval, and applicable.
- E. Betterment – We seek to be better every day in every facet of our work.
- F. Thrift and Value – We conscientiously accept the responsibility for stewardship of all funds, using money wisely and faithfully.
- G. Ethics, Courtesy and Civility – We comply with applicable laws, rules, regulations of government, accrediting agencies, our governing board, as well as our sense of what is ethical.
- H. Equal Opportunities – We respect the dignity and worth of all individuals. We treat people without regard to their race, color, gender, age, national origin, religion, and physical or mental capacity.
- I. Responsible Independence – We accept responsibility for the fulfillment of our mission through the independence from interference and undue influence required by accreditation standards.
- J. Effectiveness – We measure our progress toward goals and objectives in fulfilling our mission.

DIVISION OF STUDENT DEVELOPMENT SERVICES

Mission and Goals

The mission of Bishop State Community College Division of Student Development is to provide a learning environment which maximizes the opportunity for student growth, both individually and collectively, by establishing provisions for the development of the mind and body; not aside from curriculum instruction, but in partnership with it; not as a supplement, but as a complement. The Division of Student Development Services assists all students of the College.

Policy of Nondiscrimination

In accordance with the official policy of the Alabama Community College System Board of Trustees, Bishop State Community College is committed to equal opportunity in employment and education. No person is excluded from participation in, denied the benefits of, or subjected to discrimination under any program, activity, or employment on the grounds of race, color, disability, sex, religion, creed, national origin, or age.

Inquiries concerning this policy as it relates to two-year institutions should be directed to:

<p>Rehabilitation Act of 1973 (Section Americans with Disabilities Act of 1990 & 2008 Dr. Terry Hazzard, Dean of Students Main Campus 251-405-7087</p>	<p>Titles IX Mrs. Frances Beech Instructor Main Campus Central Campus 251-405-7145</p>
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For in-state long distance, please call 1.800.523.7235.

For more information regarding Bishop State visit www.bishop.edu.

POLICY AND PROCEDURES FOR DISABLED STUDENTS

Bishop State Community College is committed to making its academic programs and services accessible to qualified students who have disabilities. It is a goal of Bishop State Community College to provide students who have disabilities equal opportunities to develop and demonstrate their academic skills, while maintaining the academic integrity of the College programs. Consistent with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADA-AA) of 2009, it is the policy of Bishop State Community College that no qualified person with a disability shall be subjected to discrimination because of that disability under any program or activity conducted or sponsored by the College.

The Law

Postsecondary institutions must take steps to ensure that students with disabilities are not excluded from programs because of the absence of educational auxiliary aids. Section 504 of The Rehabilitation Act of 1973 states that "No otherwise qualified handicapped individual in the United States...shall, solely, by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title II of The Americans with Disabilities Act of 1990 (ADA) extend federal civil rights protection. It prohibits public entities from excluding people from jobs, services, activities or benefits based on disability. The more recent ADA Amendments Act of 2009 (ADA-AA) broadened the definition of a person with a disability to include individuals who were unintentionally not covered by the ADA of 1990.

Academic Requirements

Colleges are not required to alter essential academic requirements for any students. Requirements, which can be demonstrated as essential to a course or program of study or to any directly related licensing requirement, are not regarded as discriminatory. Specifically, the law says that a college "shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student... Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted." 34 CFR Section 1-04.44 (a) states: Expect the student with a disability to meet the same standards of academic performance as all students. They are here because of their abilities, not their disabilities.

The ADA Office provides assistance to students who have physical, visual, hearing, speech, learning, and psychological disabilities. NOTE: Assistance for other disabilities may be provided once official documentation has been received and approved by the ADA Office.

Who is Eligible for Special Services or Accommodations?

Anyone with a documented disability may register with Disability Student Services. The disability may be physical, psychiatric, psychological or emotional in nature.

What is a Disability?

A disability under the law is any "physical or mental impairment that substantially impairs or restricts one or more major life activities such as: caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning and working." The disability may be permanent or temporary.

Disability Services for Veterans

The ADA Office provides individualized accommodations and support services for veteran students with disabilities. Meet with the ADA Advisor to discuss needed services or accommodations. To receive accommodations from the ADA Office, you must provide documentation of your disability from an appropriate professional and proper documentation. Accepted paperwork includes documentation that discloses the disability diagnosis, such as DD Form, diagnostic exam, or evaluation.

Service Animals

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted on the college campus and in its facilities. A service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair, fetching dropped items or providing assistance with balance and stability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

To be permitted on campus, a service animal must be specifically trained to perform a service function. Service animals may wear a harness, cape, identification tag, or other gear that readily identifies its working status. Most importantly, service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

TYPES OF DISABILITIES

Assistance may be provided, but is not limited, to people with common disabilities such as:

Health Impairments include medical conditions and health-related impairments that interfere with a student's ability to pursue an education. These conditions may include, but are not limited to, health issues such as epilepsy, cancer, Acquired Immune Deficiency Syndrome (AIDS), cerebral palsy, multiple sclerosis, various seizure disorders, respiratory problems, muscular dystrophy, traumatic brain injury, substance abuse, cardiac disorders and various mental, emotional, and psychological disorders. Instructors and students are encouraged to work together to find alternative methods of accomplishing required tasks.

Hearing Impairments (HI)

HI students rely on facial expressions, gestures, and body language to facilitate the communication and learning process. Classroom benefits to HI students might include interpreters in the classroom; distribution of written scripts/outline of lectures, films, slides, or tapes prior to class presentations; and seating at the front of the classroom to allow for improved viewing of the instructor, the interpreter, notes- takers, and any visual aids being utilized in classroom instructions.

Learning Disabilities (LD)

LD is defined as a disorder in one or more of the basic psychological processes involved in the understanding or use of language (either spoken or written). LD disorders may include imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations, perceptual handicaps, brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia.

Attention Deficit Disorder (ADD or ADHD)

Individuals who exhibit general problems with organization, text anxiety, memory, and concentration do not meet the diagnostic criteria for attention deficit disorders. Specific documentation is required from a licensed professional and will be evaluated by the ADA/DSS Coordinator to determine specific accommodations or services that will be provided.

Physical Impairments (PI)

Physical Impairments are mobility impairments that impair a student's strength, speed, manual dexterity, coordination, and endurance. These conditions can affect a student's ability to attend class, complete class work, and take tests. Physical impairments may include paraplegia, quadriplegia, partial paralysis, amputations, arthritis, muscular dystrophy, multiple sclerosis, cerebral palsy, and some respiratory/cardiac diseases.

Speech-Language Impairments (SLI)

SLI may involve articulation problems, voice strength, lack of voice, fluency problems (stammering and stuttering), chronic hoarseness, and esophageal speech.

Visual Impairments (VI)

Visual Impairments include individuals who are considered legally blind with a visual acuity of 20/200 or more in the better eye after correction. VI students may require class handouts provided in Braille, enlarged, or recorded on tape, more time to complete tests, and arrangements for textbooks on tape provided through *Recording for the Blind & Dyslexic*®.

Types of Impairments

Examples of impairments are:

- Speech hearing, visual and orthopedic impairments
- Cerebral palsy, epilepsy, muscular dystrophy
- Multiple sclerosis, cancer, diabetes
- Emotional illness
- Specific learning disabilities, such as perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia
- Alcoholism and drug addiction (in treatment)
- *Others are determined by medical professionals*

ADA ACCOMMODATIONS OFFERED

ADA accommodations that may be offered to qualified students include:

- Assistance in gaining admission to the College
- Assistance with course selections
- Classroom accommodations such as note-takers, sign language interpreters, and special seating
- Learning aids such as taped materials, enlarged materials, and adaptive equipment
- Captioning services
- Testing accommodations such as isolated testing, extended time for testing, and more

VALID DOCUMENTATION

The College will provide reasonable accommodations for students with documented disabilities. Any student requesting services based on a disability must submit recent and appropriate documentation from school, physician, psychological or psychiatric sources.

The documentation must indicate the physical or mental impairment which restricts the daily function life activity (such as walking, hearing, seeing, or learning). An Individualized Education Plan (IEP) or 504 Accommodation Plan is insufficient documentation to obtain accommodations. Documentation or evaluation should be no more than three years old and should indicate the student's need for services based on the current level of functioning.

STUDENTS' RESPONSIBILITIES

Procedures for Accommodating Students with Documented Disabilities

The procedures for provision of these accommodations are as follows.

- 1.** The College will inform all students and prospective students through statements in the Catalog, Class Schedule, college website (www.bishop.edu), and during the Wildcat Welcome (New Student Orientation), that it is the students' responsibility to initiate a request for accommodations. Students must obtain and complete all registration paper work with the ADA office. These forms are available in the ADA Office located on the 2nd floor of the Student Life Building on the Main Campus or on the College's website at www.bishop.edu.
- 2.** Upon completion of the initiation of services by application form, students must contact the ADA Office for an appointment and further instructions on how to receive accommodations.
- 3.** The ADA Office staff will accept the completed forms, interview all students requesting accommodations, and review all documentation provided by students for support of their requests.

REQUIRED FORMS UPON INITIAL REGISTRATION

At the time of their interview, students will be required to complete these forms:

- a. Request For Accommodations/Services Application
- b. Request For and Consent to Release Information Form
- c. Other forms as deemed necessary by the ADA Advisor

4. The ADA Office will make a decision upon the review and the validity of the medical documentation and maintain a file on each student. If a student qualifies for accommodations, the ADA Office will notify the student and respective instructors of the accommodations deemed essential for college success.

5. The students who have completed all necessary forms will be provided with an INDIVIDUALIZED POSTSECONDARY PROGRAM (IPP), which will outline the proposed allowable accommodations. The form is to be taken by the student to each instructor when requesting classroom accommodations.

6. The instructor will indicate his/her agreement with the proposed accommodations by signing IPP or will negotiate with the student about what accommodations can be reasonably provided for the student. If changes are negotiated, they will be described on the form and both the student and instructor will sign the form. In either case, the student will return the signed form to the ADA Office and a copy is kept by the instructor.

7. If the student and instructor cannot agree upon the accommodations to be provided, the student will submit his request to the appropriate Department Chair or Program Coordinator.

8. If the appropriate Department Chair or Program Coordinator is not able to resolve the problem, the student will contact the ADA Office to begin the steps to conflict resolution as it pertains to the student handbook.

The goal of Bishop State is to provide reasonable accommodations and services to all qualified disabled students. However, the appropriate educational accommodations to ensure equal access will vary from one student to the next because each student with a disability will have a different level and style of learning; even within the same disability category.

DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE ADA ACCOMMODATIONS

For students who are recent high school graduates, there are some important differences between high school and college in the provision of accommodations and support services. First, you will be moving from entitlement of services to (mandatory accommodations of services) to eligibility of services (having to request accommodations). This means you are not likely to receive all the accommodations you enjoyed in high school. However, you will have many support services available to you on campus such as tutoring, academic advising and mentoring, to mention a few. You will be expected to read and write at higher levels, increase your independence, ask for support, demonstrate self-advocacy skills, and seek out resources.

Second, you will be viewed as an adult responsible for your academic program and use of services. You are responsible for notifying the ADA Office as to the nature of your disability and work with this office to identify appropriate accommodations.

Third, you are responsible for providing all documentation supporting your disability, particularly in cases where a disability is not obvious. The College does not offer psycho-educational assessment to establish the existence of a learning disability.

NOTE: It is very important that you keep any copies of any psycho-educational testing results obtained in high school.

Fourth, the student must contact the ADA Office if he or she is requesting a sign language interpreter or a note-taker one month before classes start. The student must have registered and paid for classes at the time the request for an interpreter or note-taker is made.

RIGHTS OF FACULTY

The information in this Handbook is designed to facilitate interaction and understanding between faculty/staff and the student. The ADA Office staff will be pleased to work with faculty members and students to ensure academic learning and success in the classroom.

Faculty members play an important role in the services and accommodations students receive while at Bishop State. As a result, they have the right to:

1. Request verification of a student's eligibility for any requested accommodations. However, the ADA Office is the only office designated to review disability documentation and determine eligibility for appropriate accommodations.

2. To expect the student to initiate accommodation requests.
3. If the student is taking his/her tests in the ADA Office, expect the ADA Advisor, or other office personnel, to administer the exams in a secure and monitored environment.

RESPONSIBILITY OF FACULTY

While working with students to make sure they receive the needed services and accommodations required, faculty members must ensure all students are treated equally and fairly. As a result, faculty members have the responsibility to:

1. Expect students with disabilities to meet the same course expectations as their peers.
2. Provide accommodations only to students who are registered with the ADA Office. It is NOT your responsibility to provide accommodations to students who are NOT registered with the ADA Office.
3. Use a syllabus statement and class announcements to invite students to disclose their needs in a confidential and responsible manner.
4. Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the VCR equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided).
5. To treat all disability-related information as confidential medical information. For example, faculty must keep printed items or emails regarding student disability-related information in a protected location.
6. Clearly communicate your testing procedures with the student and with the ADA Advisor if the test will be taken in the ADA Office or approved testing site.
7. If the student is to take the test in the ADA Office, arrangements must be made to deliver the test. The student should be responsible to set up times to take the test. The ADA Office will return the test to the instructor or department chair.

GENERAL CLASSROOM ACCOMMODATIONS

Based on your individual needs and supporting documentation, accommodations may be provided in the classroom. Referral to outside agencies and other resources are also available.

ACCUPLACER TESTING ACCOMMODATIONS

Bishop State Community College requires all prospective students to take the Accuplacer Examination before beginning classes as a freshman. This instrument is used for placement, assessment of achievement, aptitude, and interest in math, reading, and writing.

ADA Accommodations: If you need to request special ADA accommodations for placement testing, please contact the ADA Office to register your accommodations before taking your placement exam.

CLASSROOM TESTING ACCOMMODATIONS

NOTE: Testing accommodations are not designed to give any students advantages or preferential treatment. The intent is to assure equal opportunity as required by law for all students to demonstrate mastery of course content.

The ADA Office acts as an extension of the academic department area by accommodating test administration when neither the instructor nor the department chair is able to provide the accommodation within the regular classroom.

The ADA Advisor views the instructor's test as "sacred." The test belongs to you, the instructor. You have determined what information is on the test and we as a service provider provide the appropriate environment and /or accommodation(s) that enable the student to demonstrate his/her mastery of the information. Our goal is to minimize or eliminate the impact of the disability on the student. The ADA Advisor determines whether a student is eligible for accommodation(s) and what type of accommodation(s). The student provides the instructor with a listing of appropriate accommodations as outlined in the IPP.

The student's right to be accommodated cannot be negotiated; however, if one type of accommodation can be substituted for another without losing the impact and effectiveness for the student, the change can be negotiated. On the IPP, there is a space to list the accommodations which you and the student have agreed to forego. Once the student has conferred with you and then signs the IPP, the student gives up the right of that accommodation.

TEST SECURITY

It is the instructor's responsibility to send the test to the ADA Office or approved test site at least 24-48 hours prior to testing date/time.

- a) You or your representative can deliver the test to the appropriate test site.
- b) The test can be e-mailed to the ADA Office.
- c) You may call to request someone from the test site to pick up the test from your office or your department.
- d) The student or other representative can deliver a **sealed** copy of the test to the test site.

The ADA Office prefers that tests not be sent through the campus mail system of Bishop State.

The ADA Office will return the test in a sealed envelope to you or your department per your instructions. When the test arrives at the ADA Office, it is logged. The log shows the date, time, and the name of person who delivered the test. The test is then placed in a locked cabinet until the time of administration. The beginning and ending test time is recorded, and the name of the person who returned the test and who received the test, along with the date returned, is also logged. Only the test, pens, pencils, and approved electronic aids can be taken into the test room. No back packs, books, notebooks, purses, or cell phones are allowed in testing room.

Please indicate in writing with each test if student is allowed to use specific books, calculators and or charts, graphs, tables, or formulas during test.

TYPES OF TESTING ACCOMMODATIONS

Extended Time

Extended time can be time-and-a-half, double-time, triple-time, or more. Any time a student uses the accommodations of a reader or scribe, adaptive equipment or is slowed down because of reading speed, writing speed etc. more time should be allowed. Sometimes the disability has such an impact on the student that a request is made to administer the test into two parts with a break between presentations of the two segments.

Reader Services

One option to having a reader available during the test process is to have the test on CD and let the student listen and listen again to the test. Whether a student has a reader/ recorded test or a scribe is not negotiable, but an oral exam vs. a written exam is negotiable. If an oral exam would be the

most equitable way of measuring mastery of course content, then an oral exam may be an option instead of a written exam. If the student has a disability that does not allow him/her to write, recording answers may be an option rather than using a scribe.

Adaptive Equipment

Adaptive Equipment is an option available for use in test accommodation. Closed-circuit Television system (CCTV), ZoomText, talking computers or calculators and Braille printers may be used to produce a copy for a visually impaired student.

Test Clarification

There may be times when a student taking a test in the ADA Office asks for a definition or explanation of a word in a test question. The professional staff member who is proctoring the test must make a decision as to whether the question being asked is crucial to the purpose of the exam (i.e. is the word something that should have been learned as part of the course). Sometimes due to a typographical error or unusual wording of a question, the best procedure may be to attempt to reach the faculty member by telephone.

Modification of Test Response Format

Sometimes all that is needed is a copy machine with enlarging capabilities. Computer score sheets (scantrons) may be difficult or impossible to complete. Scribes are often used to transfer answers to the computer score sheet.

Distraction-Free Environment

Earphones that block out extraneous noises, a private testing area, and the time of day for testing are examples of accommodations. If the student is tested within the classroom or department, he/she should remind the instructor/proctor before the test of the agreed upon accommodations. The student is told to not take a test unless the appropriate accommodations are in place because he/she will not be allowed to retake a test. If the student agrees to take the test with less than full accommodation in place, he/she will essentially have waived his/her right to the missing accommodation.

Note-Takers

The ADA Office relies as much as possible on in-class volunteers or work-study students to provide note-taking services for qualified students. Some students find their own note takers, but generally the ADA Office will allow the instructor to announce the need for a note taker or provide instructor's notes to the student.

Textbooks in Alternative Format

Recorded textbooks can be obtained for the Blind and the ADA Office can assist students apply for this service. Making arrangements to provide audio books on CD's or E-Text from a publisher can be a timely process. Instructors can assist by making required book lists available well in advance of the first day of class.

Recorded Lecture Policy

Students who are disabled in taking or reading notes have a right to record class lectures for their personal study only. Lectures recorded for this reason may not be shared with other people without consent of the lecturer. Recorded lectures may not be used in any way against any faculty member, other lecturer or student whose classroom comments are recorded as part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. **NOTE:** Please see the STUDENT PLEDGE that students are required to complete before being allowed to record lectures as part of their accommodations.

Technology

The ADA Office at Bishop State is committed to keeping abreast of technological advances that can improve educational access to students with disabilities. Please inform this office of new technology needed or requested and we will do our best to provide it to you.

College Student Services and Activities

Any service or activity made available to the general student population will also be made available to qualified disabled students. Such availability includes, but is not limited to, the following kinds of services and activities: health services, insurance, academic counseling, personal counseling, testing services, financial aid, scholarships, student employment, placement services, orientation, registration, tutoring, physical education, recreation, and intercollegiate athletics, food services, student activity programs, student organization, campus parking, commencement, sororities, fraternities, choral and drama groups, and other cultural and social programs and activities.

In the event that any college program or function requires additional aid or service assistance to be accessible to qualified disabled students, such aid will be provided as long as the request is made in sufficient time for the aid to be arranged within the given constraints, the request does not cause an unreasonable financial hardship to the College or compliance by the faculty or staff of the College would be impossible.

For example, an interpreter could be provided for a deaf student to take advantage of a counseling session or participate in a student activity program, provided the student requested an interpreter within a reasonable time for the service to be arranged. Requests for other types of aids such as equipment for interpreters should be made to the ADA Office.

Confidentiality

Confidentiality is an extremely important issue when interacting with any student. It is the policy of Bishop State to adhere to both FERPA and HIPPA guidelines when interacting and communicating with all students.

Family Education Rights and Privacy Act (FERPA)

Bishop State Community College is in compliance with the provisions of the Family Education Rights & Privacy Act (FERPA) of 1974, which provides that an institution maintain the confidentiality of students' educational records. Students have the right to inspect and review information contained in their educational records and to challenge the contents. (The Institution will provide the requested information with 45 days as provided by the Act.) If the response to a challenge is unsatisfactory, a student may submit explanatory statements to be included as a part of the file.

The institution may release directory information as provided by the Act to include: name, address, telephone number, date and place of birth, major, study load, dates of attendance, degrees and awards received, previous attendance at other educational institution, participation in officially recognized sports and activities, and weight and height of athletic team members. A student may withhold release of this directory information by notifying the Registrar in writing within two weeks of the beginning of an academic period (semester). A detailed statement of policies, as well as other public disclosures, is available at the Public Disclosures link at www.bishop.edu.

Health Insurance Portability and Accountability Act (HIPAA)

HIPAA is the Health Insurance Portability and Accountability Act (HIPAA). It was put into place to protect patient privacy and also ensures privacy of all accumulated health information that belongs to the patient. It was signed into law in 1996 under the United States Department of Health and Human Services. Healthcare providers nationwide were required to comply with the rules and regulations of privacy protection by April of 2003. This Act also regulates your rights as a student and governs how your medical information is treated by educational institutions. Bishop State follows all federal guidelines to protect your confidential, medical information.

Rights of Students Regarding Their Disability

Instructors may not ask students the nature of their disability. Students with disabilities may be very guarded in the information that they may want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of individual disabilities. Students are under the protection of confidentiality laws and need not disclose the specific nature of the disability.

Faculty and Students Working Together

While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person you should ask is the student. An ideal way to encourage students with disabilities to discuss needed accommodations is to include the following statement on the course syllabus and to repeat it during the first class meetings.

Sample statement by instructors to students: **If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to meet with me.**

Grievance Process

The purpose of the student grievance procedure is to provide a system to channel and resolve student complaints against a college faculty or staff member concerning decisions made or actions taken. The Grievance Process policy is available for *all* students. See Bishop State College Handbook for "Non- Academic Grievances." A decision or action can only be grieved if it involves misapplication of the policies, procedures, regulations or state or federal law.

Please know that the goal of Bishop State Community College is to provide an atmosphere of trust, communication, and openness for students who are working toward academic success. Faculty, staff, and administration are available to discuss the needs of our students and are just a phone call or office visit away!

STUDENT ACKNOWLEDGEMENT

I have received, read, and understand the policy and procedures available to me as an enrolled student of the ADA Office at Bishop State Community College. I pledge to abide by the policies and procedures and am aware of the role I must play in the process of obtaining and continuing services. I will provide all required documentation as requested by the College.

Student Signature: _____ Date: _____

Print Name: _____ Student ID: _____

ADA Advisor's Signature: _____ Date: _____

SAMPLE FORMS

REQUEST FOR ACCOMMODATIONS/SERVICES APPLICATION

Application Type: New Returning student Date: _____

Student Name: (Last) _____ (First) _____ (Middle) _____

Nickname _____

Social Security #: _____ Age: _____ Sex _____

Date of Birth: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: () _____ Cell Phone: () _____

Email _____

Emergency Contact Name/Phone _____

Campus: _____ Semester Applying for Services _____

Major _____ Expected Semester/Date of Graduation _____

Are you a client of the AL Department of Rehabilitative Services (ADRS) client? Yes No

Please provide the name of your Voc. Rehabilitative (VR) Counselor _____

Are you a veteran? Yes No

What accommodations will you require? (Please specify)

Extra time to write tests Take tests orally

Record class lectures Utilize notetakers

Reduced academic load to minimum full-time status

Special parking Handicap accessibility

Other _____

OPTIONAL: This information is for state and federal reporting purposes only:

Ethnicity: African _____ Asian _____ Native American _____ Hispanic _____ Other _____

Other _____

Student's Signature: _____ Date: _____

Services Rendered: _____

*** Please bring a copy of your class schedule each semester to the ADA office.

REQUEST FOR AND CONSENT TO RELEASE INFORMATION

TO: _____ DATE: _____

RE: Student Name: (Last) _____ (First) _____ (Middle) _____

Social Security #: _____ Age: _____ Sex: _____

Date of Birth: _____

The above-named student has registered with the ADA Office for services as a student of Bishop State Community College. To determine eligibility and appropriate accommodations, the ADA Office needs to have complete medical, psychological, and educational information. The documentation guidelines are attached to this form with the requested information highlighted.

We appreciate your sending the requested information on the student listed above as:

- An In-patient
- An out-patient in your facility
- Examined, evaluated or treated at your facility
- A student at your school
- Other: _____

CONSENT FOR RELEASE OF REQUESTED INFORMATION

I request and authority the release of the following information to the ADA Office at Bishop State Community College.

- Hospital Treatment Report
- Psychological or Psychiatric Evaluation
- Transcript of School Records
- Documentation on file in the ADA Office
- Other: _____

Student's Signature: _____ Date: _____

ADA Advisor's Signature: _____ Date: _____

STUDENT ACCOMMODATION REQUEST FORM
INDIVIDUALIZED POSTSECONDARY PLAN (IPP)
To the Instructor: CONFIDENTIAL INFORMATION
_____ SEMESTER, 20__

Student _____

Student No.: _____

Course: _____

Instructor: _____

IN AN EFFORT TO MAXIMIZE ACADEMIC SUCCESS, THE FOLLOWING ACCOMMODATIONS ARE NECESSARY FOR THIS STUDENT. Please send an email to the Latasha Perine, ADA Advisor at lperine@bishop.edu to verify the date you discussed the accommodation(s) with the student, and any questions the student may have about your class. Your assistance in this matter will help document for compliance purposes.

_____ INSTRUCTOR/STUDENT MEETING TO VERIFY STUDENT COMPREHENSION AND DISCUSS CONCERNS BY EITHER PARTY.

_____ INCREASE AMOUNT OF TIME REQUIRED TO COMPLETE ASSIGNMENTS, BOTH IN AND OUT OF CLASS.

_____ EXTENDED TIME WHILE TESTING (QUIZZES/TEST-TIME AND A HALF) INCLUDING TESTING ON DIGITAL AND ONLINE FORMATS

_____ STUDENT SHOULD BE TESTED IN A DISTRACTION FREE ENVIRONMENT

_____ ALLOW USE OF TECHNOLOGY IN LIEU OF REGULAR METHODOLOGY TO INCLUDE: A TAPE RECORDER, COMPUTER, CALCULATOR, A LIVE SCRIBE PEN, AND VIDEO/CAPTIONING OR OTHER AUXILIARY AID.

_____ OTHER:

In addition, the student will have access to the faculty/staff in the Learning Assistance Center (LAC) for tutorial and academic assistance. Your assistance is necessary in our compliance with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794, which states, that institutions at postsecondary level are required by law to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program. The student designated below has a self- disclosed disability and has provided appropriate documentation to our office. The information in this document should not be disclosed to a third party without the written permission of the student.

***THE INSTRUCTOR HAS THE RIGHT TO CHALLENGE ANY ACCOMODATION THAT WOULD BE AN UNDUE BURDEN OR FUNDAMENTALLY ALTER THE NATURE OF THE COURSE.**

Student Signature: _____ Date: _____

ADA Advisor: _____ Date: _____

STUDENT TESTING ACCOMMODATIONS REQUEST (STAR)

CONFIDENTIAL INFORMATION

Date: _____

Faculty/Staff Member: _____

This form is designed for potential students who will be taking the Accuplacer Examination as part of the admissions process for Bishop State Community College for the semester of _____.

The student has qualified for services and has a documented disability which is covered under the Section 504 of the Rehabilitation Act of 1973 and ADA 1990 and 2008.

The student has requested Accuplacer Examination accommodations, and based on the proper documentation received by the ADA Office, he/she is entitled to the following modifications:

- Extended time to test
- Seating where student has best access to information
- Wheel chair accessibility - allowance for testing at a table instead of a desk
- Utilization of Sign Language Interpreter for directions only

NOTE: Examinee must bring his or her own interpreter, though may not be a relative

- Need for special auditory accommodations
- Written copy of spoken directions
- Other _____

If you have any questions about the student's request, need assistance, or require clarification, contact the ADA Office at 405-7094.

ADA Advisor's Signature: _____

Evaluator's Signature: _____

Student's Signature: _____

Date: _____

RECORDING LECTURES FORM

STUDENT PLEDGE

I have read and understand the policy on recording lectures at Bishop State Community College and pledge to abide by the policy with regard to any lectures I record while enrolled as a student at Bishop State Community College.

Student No. _____

Student's Name (Print): _____

Student's Signature: _____ Date: _____

Witness Name (Print): _____

Witness Signature: _____ Date: _____

NOTES

**Bishop State Community College
ADA Accommodations**

EXAMINATION LOG FORM

Date of Test: _____ **Time:** _____

Student Name: _____

Student No.: _____ **Phone:** _____

Instructor: _____ **Course:** _____

Exam Received From: _____

Date: _____ **Time:** _____

Exam Returned To: _____

Date: _____ **Time:** _____

For Office Use Only:

Pick-Up _____ **Return** _____ **Proctor (Date and Initials)** _____

You will be proctored the entire testing period. Individuals suspected of academic dishonesty are subject to:

Exam removed (not allowed to complete)

Instructor is notified of incident

Disciplinary action may follow as it violates the Student Code of Conduct found in the Student Handbook.

Student Initials _____

ADA QUICK TIPS FOR STUDENTS

1. Follow all general admissions procedures to become a student at Bishop State Community College.
2. Register with the ADA Office to receive specific accommodations and services for your academic success.
2. Provide all needed documentation required by the ADA Office upon registration.
3. Meet with the ADA Advisor to discuss arrangements for accommodations, complete the *Individualized Postsecondary Program (IPP)* form, and clarify the impact of the disability.
4. Follow the specific procedures for accessing accommodations, including meeting with your instructors and following their classroom guidelines.
5. Provide a copy of your class schedule to the ADA Office at the beginning of each semester for continuing services.
6. Notify the ADA Office of the need for a change in accommodations or additional services in a timely manner.
7. Return to the ADA Office after a one year absence as a Bishop State student to update your service file and/or provide any additional document or information.

ADA coverage for students with all disabilities begins upon enrollment with the ADA Office. As a student, it is *your* responsibility to notify the College of your need for accommodations and services and inform all staff and personnel of your needs.

NOTE: Please understand this ADA Handbook is not designed to cover specific issues of every disability. Bishop State will work with students on individual bases to determine the best accommodations and services required for academic success.

For ADA questions or more information, call

251-405-7094

www.bishop.edu



A Great Place To **Start**™