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BISHOP STATE COMMUNITY COLLEGE

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.
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 goals of Student Development Services are to:

A. Provide admission, registration, counseling services, and other support services to meet students’ needs for access to the institution.

B. Assist in creating an environment that is safe and conducive to student development.

C. Provide services that will facilitate the successful movement of the student through the educational process to completion of his or her identified goals.

D. Provide a system of accurately recording and retrieving student records.

E. Provide orientation, advising, career planning, and leadership training for the development of future growth opportunities.

F. Provide a program of financial assistance for students.

G. Provide job placement services for students with employment as an immediate goal.
H. Provide academic support services for students to facilitate academic achievement.

I. Provide institutional leadership in the development and implementation of a marketing strategy, including recruitment and retention activities.

J. Participate in the governing system of the College in the areas of long-range planning, fiscal management, policy regulation, curriculum development, due process in student discipline, and student life.

K. Assist in satisfying community needs for information, for facilities and programs, manpower and economic development.

**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.

Policy of Nondiscrimination
The Alabama State Board of Education through the Alabama Department of Postsecondary Education proclaims nondiscriminatory practices in Alabama two-year institutions under the jurisdiction of the Alabama State Board of Education.

It is the official policy of the Alabama Department of Postsecondary Education and Bishop State Community College that no persons shall, on the basis of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

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

| Americans with Disabilities Act of 1990 and 2008 | Rehabilitation Act of 1973 (Section 504) | Titles IV, VII, and IX |
| Ms. Vivian Williams | Dr. Terry Hazzard | Mrs. Madeline R. Stokes |
| ADA/D.D.S. Coordinator | Dean of Students | Director/Federal Programs |
| Minnie Slade Bishop Library | Student Life Conference Complex, Main Campus | Director/Central Campus. |
| Main Campus | 1.251.405.7089 | 1.251.405.4457 |
| 1.251.405.7028 |  |  |
POLICY AND PROCEDURES FOR DISABLED STUDENTS

POLICY NO. 1: ADA

*General Policy Statement*
Bishop State Community College prohibits discrimination against qualified disabled students and encourages full participation of qualified disabled students within the college community. Active measures are to be taken by faculty, staff and administrators to ensure reasonable opportunities for qualified disabled students in all the College’s educational programs, services, and activities.

In accordance with Section 504 of the Rehabilitation Act of 1973, as amended, by the Americans with Disabilities Act of 1990 a qualified disabled student is defined for the purpose of this policy to be any person (a) who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and (b) who meets the academic and technical standards requisite to admission or participation in the College’s educational program. The Americans with Disabilities Act of 2008 expands the scope of “major life activities” that might be diminished for individuals with disabilities and provides further rights for such students of higher postsecondary institutions.

PROCEDURE NO. 2: ADA: D420

*Physical Facilities*
Campus buildings, grounds, and other physical facilities are to be accessible to an extent that no disabled student is denied access to educational programs, services or activities offered by the College as a result of inaccessible physical facilities. In situations where a particular event, class, lecture, lab, program or activity may be scheduled in a location that is inaccessible to qualified disabled participants, the event is to be relocated to an accessible location so as not to deny access to qualified disabled students. Students are responsible for making such needs known far enough in advance to allow reasonable time for the event to be relocated. Requests for physical access should be made to the department chair or activity leader. Problems with requests should be referred to the ADA/Disabled Student Services Coordinator. Physical access is to be achieved by methods that allow orthopedically disabled students to circumvent stairs, curbs, and other such barriers without the physical assistance of others (e.g., structural modification or relocation).
**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/D.S.S. Coordinator.

**ADMISSION AND RECRUITMENT**

Pre-admission inquiry regarding whether a person is disabled may be done only on a voluntary and confidential basis for one of the following reasons:

- a. To assure that the applicant has reasonable opportunity to meet the required admission standard (e.g., inquiry to determine if one qualifies for an alternative administration of the entrance exam for the purpose of assuring that the test results reflect the applicant’s aptitude or achievement level rather than an impaired sensory or manual skill), or

- b. To take voluntary action to overcome the effects of conditions that may have resulted in the past limited participation or discrimination of disabled persons.
TESTS AND EXAMINATIONS
Examinations, tests, and other methods of evaluating students with impaired sensory, manual or speaking skills will be conducted in a manner to ensure that the results of the evaluation represent the student’s achievement in the course rather than reflecting one’s impaired sensory, manual or speaking skills (except where such skills are the factors that the test purports to measure and have been deemed as essential to the program of instruction being pursued by the student). Appropriate methods of alternative testing for disabled students will be determined on an individual basis, taking into consideration the type and extent of the student’s disability.

Alternative methods of testing may include, but are not limited to, additional time; use of a reader and/or scribe; alternative form of the test such as large print, Braille, recorded or oral version; use of special equipment such as visual enlargement equipment or closed circuit magnifier; alternative test location or any necessary to provide an alternative. When it is necessary to provide an alternate test location, the test site is to be a quiet and private environment conducive to educationally sound testing procedures and under the supervision of a proctor. Hallways, reception rooms, and classrooms where other activities are going on are not reasonable alternatives. The ADA/D.S.S. Office will provide assistance to faculty in alternative testing, when requested in advance, providing special equipment, providing reader or providing writer services, and/or by proctoring tests that require extra time. No academic content assistance or access to books, notes or other materials will be provided except on written direction of the faculty member.

ACADEMIC INTEGRITY
Any academic adjustment, modification, substitution or alternative method employed to provide opportunity for qualified disabled student participation should be conducted in a manner that will maintain the spirit of academic integrity. Care should be given to ensure equally demanding and academically rigorous programs for qualified disabled students as is provided to other students. While it is necessary at times to have differences in specific requirements and methods of evaluation, the overall level of academic challenges for qualified disabled students should be comparable to that of other students.

AUXILIARY AIDS
The College will ensure that qualified disabled students have access to appropriate auxiliary aids necessary to allow reasonable participation in the College’s educational programs or activities. Auxiliary aids include any service, adaptive equipment or other education ad which enables a student with impaired sensory, manual or speaking skills to participate in or benefit from the educational process. Auxiliary aids may include,
but are not limited to, readers, sign language interpreters, note takers, scribes, tutors, and effect on the student’s participation in the educational process (e.g., prohibiting guide dogs, interpreters, recorders or other necessary special equipment in the classroom).

Disabled students are to request auxiliary aids through the ADA/D.S.S. Coordinator’s office in sufficient time to allow the request to be adequately assessed and arrangements made for necessary aids.

The ADA/D.S.S. Coordinator or designee will assess the student’s needs for the requested auxiliary aid(s). The assessment will include a review of the student’s functional abilities and limitations with regard to the student’s course(s) and/or educational program requirements.

If the assessment indicates justification for the requested aid, the ADA/D.S.S. Office will explore outside sources from which the aid may be available and will assist the student in obtaining the aid from such sources. If the necessary auxiliary aid is not available from other sources, the College will provide the aid. If there is a need for complex mechanical adaptation, specialty equipment or the service of a skilled professional, any of which are not readily available, it may be necessary for the student to delay a particular course until necessary arrangements can be made to secure the service or auxiliary aids. In usually unique cases, the College may have the option of providing alternative methods by which the disabled student may reasonably participate or have the opportunity to meet educational requirements.

Such alternative methods may include, but are not limited to, course substitution, curricular modification, and extended time to meet requirements. Such accommodations will be employed only when deemed necessary and so long as the alternative method is non-discriminatory in nature, is not unduly limiting to the educational process of the disabled student, and is reasonable for the individual circumstances.

Students requesting auxiliary aids are expected to provide access to medical, educational, psychological, psychiatric, or other information as necessary for college personnel to assess the need for auxiliary aids. Students using the services of ADA/Disabled Student Services are expected to follow the standard operational procedures of that office and to maintain reasonable communication with the staff of that office for the purposes of monitoring the quality and effectiveness of the aids being provided.
DISABLED STUDENT’S RESPONSIBILITY FOR IDENTIFICATION AND REQUEST FOR SERVICES
It is the responsibility of disabled students to voluntarily and confidentially disclose information regarding the nature and extent of the disabled condition and to follow established procedures for acquiring needed services and accommodations. The College does not assume responsibility for providing special accommodations and services to disabled students who have not identified themselves as being disabled and who have not made their needs known. The process for identification should begin by the students registering with the ADA office to receive procedural information and assistance in arranging needed services and accommodations. Disabled students are expected to follow standard office procedures for requesting and acquiring services relative to disabled condition.

GRIEVANCES
Disabled students have the right to have disabled access grievances addressed through a formal appeals procedure. Relief may be sought from decisions, actions or conditions which are believed to limit reasonable opportunity to benefit from or to participate in the educational process.

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.
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.

_____________________________  Signature of Student

_____________________________  Print Name

_____________________________  Student I.D.

_____________________________  Date

_____________________________  Witness
GOALS AND OTHER SERVICES

The goal of Disabled Student Services is to assist students with disabilities to ensure that they are not discriminated against because of their disability and that these students are allowed reasonable accommodations based upon Section 504 of the Rehabilitation Act of 1973, as amended, by the Americans with Disabilities Act of 1990, and as amended, by the Americans with Disabilities Act of 2008.

LEGAL PROVISION

Section 504 of the Rehabilitation Act of 1973 protects the rights of the individuals with disabilities. Section 504 provides that “no otherwise qualified individual with disabilities shall be excluded from the participation in, be denied benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

The Americans with Disabilities Act on Higher Education of 1990 impacts the whole institution including activities, programs, and employment. In regards to academics, the Americans with Disabilities Act (ADA) on Higher Education 1990 required higher education institutions to provide reasonable accommodations for students.

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities may request academic adjustments, including auxiliary aids which will enable them to participate in and benefit from all postsecondary educational programs and activities. Postsecondary institutions must make such adjustments to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities.

The Americans with Disabilities Act of 2008 expands the scope of “major life activities” that might be diminished for individuals with disabilities and provides further rights for such students of higher postsecondary institutions. For more information, visit http://www.2.ed.gov/policy/rights/guid/ocr/disability.html.

ELIGIBILITY

Any person “… has a physical or mental impairment which substantially limits one or more of life’s major activities, has a record of disability, or is regarded as having a disability” is eligible to receive special services.
PROCEDURE FOR OBTAINING SERVICES
If you are a disabled student, you have the right and option to register with the Office of ADA/Disabled Student Services. To request and receive any accommodations from the College through this office, however, you must first register as a Disabled Student.

Each student must complete an application and provide the staff with official documentation of his or her disability. This documentation should outline the specifics of the disability for the purpose of determining if the disability warrants accommodations.

The following are examples of some sources from which the student must obtain official documentation:

- Physicians
- Psychological/Psychiatric Clinics
- Vocation Rehabilitation (rehab clients only)
- Veterans Administration (veterans only)

INDIVIDUALIZED POSTSECONDARY PROGRAM (IPP)
Bishop State Community College is in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act of 1990, which states that institutions of higher education are required by law to provide reasonable accommodations for students with disabilities. The Americans with Disabilities Act of 2008 expands the scope of “major life activities” that might be diminished for individuals with disabilities and provides further rights for such students of higher postsecondary institutions.

At Bishop State, faculty members are provided with Individualized Postsecondary Program (IPP) Forms, to ensure that accommodations are implemented and followed. For more information, please contact the ADA/D.S.S. Coordinator at 251.405.7028.

CONFIDENTIALITY
Confidentiality of students’ personal records and medical information is maintained at all times. As part of the application, a Release of Information form is included. Once this release is signed by a student, it allows the staff to seek the necessary accommodations for the student. If this release is not signed, the staff cannot consult with anyone about the student’s information.
SPECIAL SERVICES/ACCOMMODATIONS
Services rendered will vary with students based upon their specific disability. Services provided by ADA/the Disabled Student Services office may include, but are not limited to:

- Pre-admission Counseling
- Information Coordination and Appropriate Referrals
- Priority Registration
- Advocacy Training
- Tutoring
- Study Skills Training
- Assistance in Obtaining Records for the Blind Services
- Enlargement for the Visually Impaired
- Peer Counseling
- Arrangements for: evaluation, note takers, interpreters, readers, recorders in class, special parking permits from campus police, test proctors, and extended testing time
- Financial Aid Workshops
- Liaison with Vocational Rehabilitation and Veterans Affairs
- Faculty/Staff Orientation upon request
- Resource Center for Publications

RESPONSIBILITY OF THE STUDENT
Even though ADA/Disabled Student Services is available to assist students in receiving reasonable accommodations, it is the student’s responsibility to inform his or her instructor of any needed classroom accommodations.

Verification of Disability Request Form
At the beginning of each semester (no later than the 2nd week of class), the student should meet with each instructor individually and explain that he or she is registered with the ADA/Disability Services office and may need accommodations during the semester. The student should be able to discuss the accommodations with the professor. If the instructor requests written verification of the disability, it can be provided by this office. Simply complete the Verification of Disability Request form and a subsequent memo will be sent to the instructor. Before any test or exam is taken by the student, he or she should check with the instructor to confirm receipt of the memo.
Accommodation Request Form
To have a representative of this office administer/proctor a test or an exam, the student must complete an Accommodation Request form. This must be done each time a classroom accommodation is to be provided by this office. If the student cannot come into the office to complete a form, the information may be provided by telephone. However, please verify that the person you are speaking with in the Office of ADA/Disabled Student Services is completing the form for you.

If problems are encountered when requesting reasonable accommodations, the student should contact this office for assistance as soon as possible. Please do not argue with the instructor regarding your disabled student status or accommodations. This office will help provide the information needed by the instructor to facilitate the services needed.

PLEASE NOTE: If the student chooses not to inform his or her professor of the need for accommodations, there is no way the student can expect to receive them. In addition, it is vital to inform the instructor at the beginning of the semester. If the student takes a test or completes another class activity that would have required special accommodations, the instructor is not obligated to allow the student to re-test or re-do any work if the student did not notify him or her in advance.

GRIEVANCE PROCEDURE
If a disabled student has a complaint of discrimination due to a disability, a Disabled Student Grievance Procedure has been established to assure a fair hearing and prompt disposition of the grievance. NOTE: The procedures are the same as those noted in the “Student Handbook” under Non-Academic Grievance.

If dissatisfaction occurs with any condition at the College that the disabled student perceives as unjust, the student should first attempt to discuss this matter with the responsible party. If the grievance is not resolved, the Office of ADA/Disabled Student Services should be contacted for information on how to file a complaint.

The Office of ADA/Disabled Student Services would like to help each student have a positive transition into the mainstream of campus life. As a student at Bishop State, you are your best advocate. If you have any suggestions or recommendations as to how we can better serve the disabled student population on campus, please let us know. We want to help you accomplish your educational goals.
DISABLED STUDENT SERVICES
DIVISION OF STUDENT DEVELOPMENT SERVICES
BISHOP STATE COMMUNITY COLLEGE

GOALS:

A. Coordinate services to provide equal access to programs, services, and activities.
B. Reduce competitive disadvantage in academic work.
C. Provide individual counseling and referral.
D. Serve as an advocate for disabled students’ needs.
E. Provide a variety of support services.
F. Serve as a liaison between disabled students and college officials or community agencies.

ADMISSION
Students are required to submit all admission documents requested by the Office of Admissions. There is no requirement to identify a disability on the admission application. If such information is provided, it will not influence the decision of the Office of Admissions. Each student is evaluated and admitted based on his or her potential for academic success in the Bishop State educational setting.

COMPASS TEST
Once a student has been accepted by Bishop State and requires special services, the student must register with the Office of ADA/Disabled Student Services. Once acceptable documentation of said disability is provided and verified by the Office of ADA/Disabled Student Services, the necessary accommodations will be granted. For example, a student would be allowed to take an untimed Compass Test (rather than timed) due to the disabled student status. For further questions, see the section of the manual entitled “Responsibilities of Students” in regards to disabled student status.
STUDENT SERVICES

The staff of the ADA/Disabled Student Services office can provide or assist in obtaining the following services. Students with learning disabilities must submit a copy of his or her psycho-educational evaluation.

Orthopedic Impairment
- Relocation of classes if not scheduled in an accessible location. NOTE: The majority of Bishop State buildings are handicapped-accessible.
- Preferred scheduling within each class to insure adequate time allotment between classes
- Extra time to write tests or take tests orally
- Record class lectures or utilize note takers
- Reduced academic load to minimum full-time status
- Special parking

Hearing Impairment
- Note takers
- Preferred scheduling
- Tutors
- Interpreters

Visual Impairment
- Record lectures
- Take tests orally

Health Problem
- Special parking
- Access to Health Services
- Flexible scheduling
- Reduced academic load to minimum full-time status

For more information on ADA/Disabled Student Services, write, call or e-mail:

Ms. Vivian Williams, ADA/D.D.S. Coordinator
Bishop State Community College
351 N. Broad Street • Mobile, AL 36605
Ph. 251.405.7028 • vwilliams@bishop.edu
Or visit www.bishop.edu
DISABLED STUDENT SERVICES FACT SHEET

RESPONSIBILITIES OF STUDENTS
It is the philosophy of Bishop State Community College that individuals with disabilities have the right to full and self-directed participation in postsecondary education as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act of 1990 and 2008. At the same time, students with disabilities have certain responsibilities regarding their educational experiences at Bishop State Community College. The student will:

- Identify disabilities to Bishop State Community College to access accommodations and services available.
- Provide required documentation by a qualified provider of the disability and its effects, requirements, and recommended accommodations.
- Provide a semester class schedule at the beginning of the semester to ADA/D.S.S. for development of the faculty notification, via Individual Postsecondary Program (I.P.P.) Forms.
- Meet with ADA/D.S.S. Coordinator at beginning of each semester to discuss arrangements for accommodations, complete the I.P.P. form, and clarify the impact of the disability.
- Follow the specific procedures for accessing accommodations.
- Maintain the academic standards set by Bishop State Community College.
- Notify ADA/D.S.S. timely of the need for services or change in service requirements.
- Update service file with ADA/D.S.S. Coordinator if returning to the College following more than one year’s absence.

ADA coverage for students with all disabilities begins upon enrollment with the ADA/D.S.S. Office.

RESPONSIBILITIES OF FACULTY
Faculty plays a large role in the implementation of accommodations for students with disabilities. Faculty members should have input and should arrange with students and ADA/D.S.S. the means for providing accommodations in a particular class. According to Federal law, faculty may not refuse to provide required accommodation, question whether the disability exists when accommodations have been authorized, or ask to examine the student’s documentation. Bishop State Community College faculty has certain responsibilities in instructing students with disabilities. Faculty should:

- Work collaboratively with ADA/D.S.S. personnel to provide authorized accommodations and support services.
- Provide accommodations in a fair and timely manner.
- Meet with the student as quickly as possible upon notification of special needs. Students should initiate this meeting, but faculty may do so when necessary. Contact ADA/D.S.S. with questions or suggestions regarding the appropriateness of a required accommodation. The faculty member should continue to provide accommodation until it is set aside or modified by ADA/D.S.S. personnel. For questions, contact Dr. Arvin F. Trotter at 251.405.7028.
- Refer students to ADA/D.S.S. who may benefit from or qualify for disabled student services.
- Add a statement to their course syllabus regarding disability accommodations.