



# **Counseling and Assessment Services Policies and Procedures Manual**

**2022-2024**

**“Devoted to Academic, Personal, And Career Success”**

## **Preface**

Counseling and assessment are an integral part of the college's total educational program; and it is imperative that students, faculty, staff and others in the college community are aware of and understand the counseling unit policies and procedures. The purpose of this manual is to provide relevant information about Lawson State Community College's Counseling and Assessment unit. The Counseling and Assessment unit, under the umbrella of the Student Services Division, provides services which are central to the overall mission of the college. These services help students to achieve their educational goals, acquire problem solving skills, increase and enhance their capacity for satisfying interpersonal relationships, define their career goals, and make full use of their potential for continued growth beyond their educational experience. These services are directed towards enhancing the skills which students bring with them to the college and encouraging the development of skills which will make students more successful both at Lawson State Community College and beyond.

This manual is designed to specifically assist students, faculty, and staff with obtaining counseling services and information. This information and services are imperative to the success of students, services such as emergency intervention, academic advising, new student orientation, testing, and individual/group counseling. In addition, counselors conduct workshops, seminars, classes, and group experiences in special topics such as additions and health related resources, safety/security, academic success, and other topics which may be of concern not only to students but the community at large.

### **Non-Discrimination Policy**

It is the policy of the Alabama Community College System, its Board of Trustees, and Lawson State Community College, a postsecondary institution under its control, that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program, activity, or employment.

Lawson State Community College also prohibits discrimination due to ethnic origin, marital status, parental status, economic status, sexual orientation, gender identity, genetic information, citizenship, veteran status or disability, reasonable accommodations or any other protected class as defined by federal and state law. The college has zero

tolerance for harassment, retaliation, violence, physical bullying, cyber-bullying, and hazing.

This nondiscrimination policy covers employment, admissions, training, organizational affiliation, student housing, and advisory boards in all college programs and activities. This policy is enforced by Federal law under Title IX of the Education Amendment of 1972, Title VI and Title VII of the Civil Rights Act of 1964, Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries regarding compliance with these statutes may be directed to the Dean of Students (205-929-6361) or the Director of Human Resources (205-929-6313).

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## **Counseling and Assessment Services Staff**

Renay Herndon – Director of Counseling Services, Testing and ADA Services: B.S., Jarvis Christian College; M.S., Alabama State University, PhD., Mississippi State University

[rherndon@lawsonstate.edu](mailto:rherndon@lawsonstate.edu)

Student Services, Room 183A (Bessemer Campus)

(205) 929-3419

Janine McCoy Jones– Student Services Specialist B.A., University of Alabama; M.P.A., University of Alabama – Birmingham

[jjones@lawsonstate.edu](mailto:jjones@lawsonstate.edu)

ACS (Academic Success Center), Suite 220 (Birmingham Campus)

(205) 929-6396

Victoria Thigpen-Student Services Specialist: B.S.W., University of South Alabama, M.S.W., Troy University-Montgomery

[vthigpen@lawsonstate.edu](mailto:vthigpen@lawsonstate.edu)

Student Services, Room 184A (Bessemer Campus)

## **Additional Personnel Providing Counseling and Advising Services**

The following individuals also provide counseling and advising to the students to whom they provide services:

LaSharron Harris – Director of Student Support Services (Bessemer Campus) B.S., University of Montevallo; M.A., University of Alabama – Birmingham

Lesley Harper – Student Persistence Counselor (Birmingham Campus) B.S., Stillman College; M.A., Alabama State University

LaTasha Nix – Director of Student Support Services (Birmingham Campus) B.A., Faulkner University, M.P.A., Troy University

**Staff Responsibilities:** Counseling services professionals are responsible for providing educational, personal, and some career counseling services to students. Direct services include, but are not limited to, individual and group counseling, case documentation activities, crisis intervention intake and referrals, and assessment. In addition, other responsibilities include teaching new student orientation courses, preparing and presenting informational seminars, giving lectures and workshops to groups on and off campus, serving on committees, and participating in professional development activities.

# *Counseling and Assessment Services*

## **Policies and Procedures**

### **I. Mission, Services, and Student Eligibility**

#### **Mission Statement**

The mission of the Counseling and Assessment department is to advance the educational mission of the college by fostering the personal, career, and educational development of students in order to promote their success and persistence in the college community

#### **Overview and Nature of Services Provided**

1. Crisis intervention Intake and Referrals
2. Individual and group counseling
3. Career exploration and decision making
4. Student persistence
5. New Student Orientation, teaching, and training
6. Assessment and testing
7. Community outreach
8. Professional and community service
9. Disability Services
10. Consultation with faculty, staff, administrators, students, and others

#### Crisis Intervention Intake and Referrals

Students receive referrals to professionals with the credentials to diagnosis and provide appropriate intervention services.

#### Individual and Group Counseling

Counselors are available for and provide individual counseling sessions for students who wish to discuss personal concerns that may interfere with their emotional well-being and their ability to achieve their educational and personal goals. Some of the concerns which might lead a student to seek counseling are: decisions about choosing a major and a career, anxiety, stress, depression, personal relationship problems or general difficulties adjusting to college life.

Each semester, counselors offer opportunities for assistance, which may include structured educational groups or special interest groups. Support groups lead by professionals in specific areas of concern are also available for students who wish to work on developmental, emotional, or interpersonal difficulties. Groups are formed according to requests and needs of the students.

#### Career Exploration and Decision-Making

Students who wish to explore career and educational choices and goals can benefit from career counseling and assessment. The counseling process assists them in developing self-evaluation techniques that can be used to select majors or careers and to explore and fine tune their goals. Interest inventories and other assessment measures are often used to increase self-awareness and assist the student in making informed decisions. In addition to individual career counseling, counselors, in collaboration with the Career Services and College Transfer Coordinator, may offer job readiness training, workshops, and seminars on career decision-making

and job search skills. The Career Services Coordinator may also be utilized to provide in-depth career related services.

### Student Persistence

In addition to assisting with recruitment by making specific services available to targeted groups of prospective students, counselors specifically work to enhance retention and persistence efforts for the college by identifying the needs of students and working with other faculty, staff, and external entities to meet those needs so that success in college can become a reality. A variety of services are provided to the entire student population for retention purposes. Specific persistence and retention efforts are conducted through the SPACE (Student Persistence through Assistance and Collaborative Efforts) Center through the Student Persistence Counselor. The SPACE Center works in collaboration with the Freshman Academy and the Center for Teaching Excellence and Learning (CTEL) in providing support for Freshman Academy (ORI 101) and strives to engage students in the learning process and equip students with the knowledge, skills, and resources needed for success. The purpose of the SPACE Center is to combine academic and nonacademic support services and to proactively assist students in utilizing these services.

### Freshman Academy (ORI 101)

Counselors are involved in teaching Freshman Academy Courses (ORI 101) each term. The Freshman Academy is designed to equip students during their first-year college experience with critical thinking, communication, technology, social skills, time management, study skills, and leadership skills. Counselors assist new students in their transition to the institution, expose them to the broad educational opportunities of the institution, and equip with skills and resources to be successful in and out of the classroom.

### Assessment/Testing

Students seeking admission to Lawson State Community College, who do not submit appropriate placement documentation; typically take the ACCUPLACER Placement Test. Specific guidelines regarding testing requirements are published and available through various offices in the Student Services Division. Scores on the placement tests determine whether students begin with developmental or regular college courses. Consequently, prospective students are encouraged to study and prepare for the exam before actually attempting to take it.

Who Must Take the Test: All new students who do not have the appropriate documentation for English and Mathematics placement should schedule to take the test. Prospective students who have an Associate Degree or higher are not required to take the placement exam. The college's admissions personnel will determine the appropriate course to take regarding placement.

Questions about transfer evaluations should be directed to the Admissions Office.

Special Accommodations: Students who have a documented disability and who need special accommodations should contact Renay Herndon, ADA Counselor (Bessemer Campus), at (205) 929-3419 or Janine McCoy Jones, ADA/Student Services Specialist (Birmingham Campus), at (205) 929-6396.

### Where to Test:

Student Services, Room 182A (Bessemer Campus)

(205) 929-3419

ACS (Academic Success Center), Suite 221 (Birmingham Campus)

(205) 929-6396

What to Bring: You must bring a state issued photo I.D.

Re-Testing: Students may retest once for a fee of \$11.00. Students placing in developmental courses are

advised to register for those courses and consult with the developmental education faculty for retest recommendations.

Test Format: The placement test, ACCUPLACER, is administered on a computer at the Birmingham and Bessemer testing site. The test items themselves were developed by COLLEGE BOARD with the help of college professors and are designed to help determine the initial English, and Mathematic courses most appropriate for college students. The ACCUPLACER placement exam is not timed and consists of two areas: writing and math. Counselors provide interpretation of test scores within a time frame sufficient for placement in the appropriate course.

### Professional and Community Outreach

Counselors are available to provide consultation services and educational programs to faculty, staff, and community individuals on a variety of topics such as career decision-making, social and soft skills, health/wellness, and communication skills. Individuals from the community who need services must contact the college's community base divisions (One-Stop, Workforce Development, and Adult Education) to schedule an appointment with the department most qualified to provide the requested services. In accordance with the mission of the college, counselors provide professional and personal enrichment activities and referrals to the community. Counselors serve on boards/committees, conduct/facilitate seminars and workshops, and host a number of events for the community.

### Disability Services

Lawson State Community College is committed to making its programs and services accessible to qualified students with disabilities. Disability Services counselors screen disability documentation, determine needed accommodations, communicate with faculty and/or staff regarding student's needs, refer students to other available campus and/or community resources, and disseminate information regarding federal requirements and college policies regarding ADA issues.

### Consultation with faculty, staff, administrators, students, and others

Disability Services counselors will consult with faculty, staff, and administrators on an as-needed basis.

### **Student Eligibility**

1. Eligibility for counseling services is based on a student's enrollment status, the needs of the student, and the resources available. All currently enrolled students are eligible to receive services through the Counseling and Assessment department. Former students are eligible for some specific services. Former students needing additional career services and job placement must contact the Career Services Coordinator.
2. The Counseling and Assessment department emphasizes using strategies that are not long term and usually not longer than the student's tenure with the college. In most cases involving currently enrolled students, a referral will come from a faculty or staff member. A counselor will assess the student's needs and determine the best approach to utilize. Possible options include individual or group activities, workshops, seminars, referral, or some combination of services.
3. Any individual who shows intent to attend Lawson State Community College by having applied and received tentative acceptance is eligible for pre-admission counseling. Counselors assist Admission's Office personnel with pre-admission counseling related to career and major choice as well as initial educational advising.

### **Services not provided by the Counseling and Assessment department include the following:**

1. As a general rule, counselors do not become involved in administrative proceedings by in-person testimony before committees or court of laws. Students needing such services should seek an appropriate professional.
2. Counselors are not available to treat serious, severe or chronic psychiatric disorders. Individuals requiring or requesting such treatment will be referred to the appropriate professionals for such services. The cost of these



services will be the responsibility of the student.

3. If a student has a pattern of failing to attend scheduled appointments, the counselor may choose to discontinue providing services to that student. However, the student may be reassigned to another counselor who will attempt to serve that student.
4. The role of the counselor is one of advocacy by preparation rather than by representation. Students are empowered through counseling services to represent themselves, or select the appropriate professional for the situation.
5. If there is a dispute or question regarding the counseling or treatment of a student receiving services, the case must be reported to the Dean of Students.

## **Student Responsibilities**

It is the student's responsibility to act on all referrals, to advocate for him/her self, and to seek services when needed. The student is responsible for acting on all academic plans and completing requested assignments and tasks. It is the student's responsibility to report any illegal, immoral, or unethical behavior of counselors, staff, faculty, administrators, or other students. It is the student's responsibility to read and follow the college's policies and procedures as noted in the Student Catalog.

## **STUDENT CODE OF CONDUCT**

Lawson State Community College recognizes that enrolled students are both citizens and members of the academic community. Upon enrolling in the college, all students assume an obligation to conduct themselves in a manner compatible with the College's function as an educational institution both as ground (traditional) and online students. Upon enrollment, students also fall under the Lawson State Community College Code of Conduct and all sanctions imposed. It is expected that students are enrolled for serious educational pursuits and that they will conduct themselves so as to assume the responsibilities of citizenship in the academic community. You will find the College's CODE OF CONDUCT and Sanctions located in the College's Student Handbook. Additionally, other provisions that fall under the Code of Conduct are listed after the preliminary listing and are outlined with a complete listing of sanctions imposed for violating specific codes under the Code of Conduct.

## **II. Confidentiality, Procedures, and Policies**

### **Confidentiality Statement**

Counselors adhere to the legal standards and ethical codes of the State of Alabama. This means that communications between counselors and students are confidential, with the following exceptions: (1) With the written consent of the student or, in the case of the student's death or mental incapacity, with the written consent of the student's personal representative or guardian; (2) That the counselor need not treat as confidential a communication, otherwise confidential, that reveals a threat or imminent harm to the client or another person. Counselors will adhere to all exceptions regarding confidentiality as approved by the State Counseling Association. Both the identity of students and information about them are confidential.

### **Overview of Procedures**

1. Procedures for Disability Services
2. Procedures for Pre-Admission Counseling
3. Procedures for Testing Services

4. Procedures for Advising
5. Procedures for New Student Registration
6. Procedures for New Student Orientation
7. Procedures for Student Referrals
8. Procedures for Scheduling Appointments with Counselors
9. Procedures for Consultation

#### Procedures for Disability Services

Lawson State Community College is committed to providing a quality environment to support and assist its students during the educational process. Counseling and other special assistance is available to students with disabilities, with emphasis on the unique needs of the student and assurance of compliance with federal laws.

- Contact a Disability Services counselor and provide appropriate documentation of the disability
- Note that registration for classes is different from registration for disability services
- Submit documentation of the disability to a Disability Services counselor, not to the Admissions Office
- Request a Reasonable Accommodation Letter from a Disability Services counselor.

#### Procedures for Pre-Admission Counseling

To be eligible for admission to Lawson State Community College, prospective students must meet certain criteria. Counselors are available to provide pre-admission counseling according to guidelines and policies established by the Admissions Office.

- Contact the Admissions Office by phone or in writing
- Request a conference with one of the counselors
- Counselors will provide advisement and counseling for educational, testing, career, and choice of major issues.

#### Procedures for Testing Service

Each college in the Alabama Community College System requires a comprehensive assessment of students upon admission to the college and prior to enrollment in associate degree, diploma, or certificate programs.

- Contact the Counseling and Assessment department to schedule a test date,
- Request information regarding what is needed to take the test
- Bring a photo I.D. to the testing site
- Complete examination process
- Request information regarding test results and additional steps

#### Procedures for Academic Advising for First-time Students and Undecided Majors

The primary purpose of academic advising is to support students in their pursuit of meaningful educational programs that will assist them in fulfilling career and personal goals. The Counseling and Assessment department provides counseling and advising services for prospective students, first-time students, and undecided students. Departmental advisors are available to provide advising to students once the student has selected a major program of study.

- New students must contact a counselor for initial educational or academic advising
- Returning students must contact a departmental advisor
- The counselor/advisor will assist undecided students with identifying educational and career goals
- The counselor/advisor will familiarize the student with certificate or degree requirements
- The counselor/advisor will assist students with appropriate course selections
- The counselor/advisor will review and evaluate students' current and previous academic records for required pre-requisites
- The counselor/advisor will inform students of registration procedures

- The counselor/advisor will monitor students' academic progression

#### Procedures for New Student Registration

Registration is held each semester according to scheduled dates. It is the responsibility of the student to register for classes each semester. Counselors are available to assist new and undecided students with the registration process. New students should follow the following procedures:

- Contact a counselor for advisement and testing as appropriate
- Contact a counselor for ACCUPLACER placement scores, if applicable
- Continue to the Office of Student Financial Services for financial aid information and go to the College Cashier to pay tuition and fees. Students who are not receiving financial aid may proceed directly to the Cashier's office.
- Complete registration by getting a student I.D. and parking decal (Students must have a copy of his / her receipt before obtaining an ID and decal.)

#### Procedures for New Student Orientation

The New Student Orientation program is designed to provide new students with information regarding the services available at the college as well as the physical environment of the campus and the college community.

- Contact the Admissions office for information regarding those who might be exempt from New Student Orientation
- Enroll in the ORI 101 course (Freshman Academy) during the registration process
- Attend all class sessions

#### Procedures for Student Referrals

Referral forms are available to assist faculty and staff with referring a student to Counseling and Assessment for assistance or support. The referral form should give the student information needed to locate the counselor and access services. It also provides documentation that the referral was made.

- Complete the student referral form located on the shared directory in the "Forms" folder or secure a hard copy from the Counseling and Assessment department.
- Give the student a copy and forward a copy via e-mail or campus mail to a counselor.
- Contact Counseling and Assessment for follow-up information regarding the student.

#### Procedures for Scheduling Appointments with Counselors

Counselors are available to counsel, assess, and advise students during regular college hours. Counselors are also available on certain evenings to assist night students.

- Contact a counselor
- Request a conference or advising session (The counselor will provide available dates and times.)
- Select a date and time that is convenient for a meeting and confirm the appointment.

#### Procedures for Consultation

Counselors are committed to providing resources to the entire college and the community it serves. Consultation regarding counseling issues, situations, and services are just some of the ways that counselors foster relationships with others both internally and externally. To request the services of a counselor, an individual should follow the procedures below:

- Contact a counselor via phone or email
- Complete a written request for services or college referral form
- Submit the form to the Counseling and Assessment department

### **III. Record Keeping**

#### **General Guidelines**

A file is maintained in the Counseling and Assessment department for each student receiving Disability Services or in-depth counseling services. Files are accessible only to counseling staff and the Dean of Students unless the student makes a request in writing for a release of information. Files are retained for at least years (5) years, after which they are destroyed.

#### **Overview of Record-Keeping and Procedures**

1. Content of Files
2. Records Maintenance and Retention
3. Procedure for Responding to Request for Student Records
4. Procedure for Disability Services Records

#### Content of Files

Student files contain records documenting guidance provided to students by the Counseling and Assessment staff. These records may include information which would help the counselor assess the student's needs or may include other documentation such as assessment results, guidance notes, referral forms, and/or directives given to the student.

- Students files are maintained electronically and will only contain a copy of the student's referral form and other appropriate documents
- Each referral form is signed by the student indicating student's consent and acknowledgement that he/she understands the limits of confidentiality
- Case notes and other information regarding referrals and services rendered may or may not appear in the student's file according to the information.

#### Records Maintenance and Retention

Counseling and Assessment records are temporary records according to the Alabama Community College System. In compliance with Alabama Community College System Policy, they are retained for 5 years after the student's last date of attendance.

- Each student's file will remain with the counselor who is working with the student in secure storage within the counselor's office throughout the fiscal year. If the student is referred to another counselor within the Counseling and Assessment department, the file will go to the new counselor and the new counselor's name will be added to the file.
- A file will be kept on every individual and group receiving disability or in-depth counseling services. Notes kept on each student or on a group's progress will be included in the file.
- At the end of each fiscal year, files will be reviewed and stored until the student returns or time for permanent storing/destruction of the files.
- Student files are destroyed after being held in inactive storage for a period of five (5) years.

#### Procedure for Responding to Request for Student Records

Counselors will follow the procedures implemented by the Records Office for handling a student's request to review his/her records. Please see the Student Records Policies and Procedures Manual for more information.

#### Procedure for Disability Services Records

Records regarding ADA will be maintained in accordance with the policies of the Alabama Community College Functional Analysis & Records Disposition Authority.

- Disabled Students Files (Americans with Disabilities Act Files). Records documenting a student's request

for accommodations as well as the college's response to their requests are temporary records. They are retained for five (5) years after student's last day of attendance. Please review the *Guide to Disability Services*.

## IV. Assessment Services

### ACCUPLACER Placement Testing

Lawson State Community College requires all new students to undergo a comprehensive assessment in Math, Reading, and English prior to enrollment in classes unless appropriate exemptions are on file in the student's admission's file (as defined by college policy). Failure to have appropriate exemptions on file will result in required testing for appropriate placement into developmental English, Reading, and/or Math courses. Placement test exemptions are authorized after the following conditions are met:

- Students who have taken the ACT or SAT will be placed in English, Math, and Reading Courses based on their score in each area.
- Transfer students or returning students, who have already completed English Composition I and Intermediate Algebra or higher, are not required to undergo placement assessment in these areas; however, placement testing for reading may be required.
- Senior citizens and other non-award seeking majors who are taking classes for vocational or personal reasons only, so long as they are enrolled in no more than four (4) semester hours per semester and their total hours completed does not exceed twelve (12) semester hours.
- Students who have already been awarded an associate degree or higher.
- Students taking courses for audit only.
- Transient students.

All returning students whose placement scores are older than three years must retest unless they have already completed English Composition I and Intermediate Algebra.

There is no fee for initial placement tests. However, students must have applied for enrollment to the Admissions Office and must present photo identification at the time of testing. Students needing special accommodations for testing should contact the Counseling and Assessment department at the campus on which the testing is taking place.

Test dates are scheduled on a regular basis through the Assessment Center at each campus.

Birmingham Campus  
(205) 929-6385

Bessemer Campus  
(205) 929-3418

VISIT <https://accuplacer.collegeboard.org/students> for sample ACCUPLACER placement test questions and online resources to aid in test preparation.

### ACCUPLACER Retest Policy

Students are given one opportunity to retest. There is a charge of \$11.00 to retake the ACCUPLACER test.

### **American College Test (ACT)**

The Birmingham campus of Lawson State Community College is an official center for administering the ACT. Students interested in taking the test may secure an application packet from an area high school counselor or register on-line at [www.actstudent.org](http://www.actstudent.org).

# FORMS



## Student Services

### General Consent (Confidentiality)

I, \_\_\_\_\_, give my permission for the counselor to share information with appropriate and authorized personnel at Lawson State Community College. I understand this information is confidential and will only be shared for academic and support services purposes on a need-to-know basis.

---

Student Signature

Date

---

Counselor Signature

Date



Authorization for Release of Information

I, \_\_\_\_\_, by signing this document, give my permission for the counselor at Lawson State Community College to release copies of my records to \_\_\_\_\_.

\_\_\_\_\_ The following checked information may be released as indicated.

- Classroom accommodations that have been recommended or previously utilized
- Current accessibility requirements/needs
- Psychological and/or neuropsychological reports
- Medical documentation of disability, including official diagnosis

---

Student Signature

Date

**Please Forward Requested Information To:**

**Lawson State Community College – Bessemer Campus,  
Ms. Renay Herndon,  
1100 9th Avenue SW, Bessemer, Alabama 35022**

**Or Fax To: (205) 424-5119**

**Lawson State Community College – Birmingham Campus,  
Mrs. Janine McCoy Jones,  
3060 Wilson Road SW, Birmingham, Alabama 35221**

**Or Fax To: (205) 925-3716**





## STUDENT REFERRAL FORM

**Please complete and forward to the appropriate office.**

This form should be utilized by the LSCC staff to refer the student named below for services in the Office of Student Development, Student Support Services, Student Life/ Retention, and or Special Needs/Disability Services. Give a copy to the student to make an appointment with their counselor.

DATE: \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_

COURSE: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

MAJOR: \_\_\_\_\_

ID#: \_\_\_\_\_

PHONE NO.: \_\_\_\_\_

Career Services

Student Financial Services

Counselors

Student Success Center/Dean

Special Needs/Disability Services

Student Support Services

Student Development Services/Dean

Reason(s) for Contact:	
<input type="checkbox"/> Attendance	<input type="checkbox"/> Note Taking Tips
<input type="checkbox"/> Basic Skills Review	<input type="checkbox"/> Personal Counseling
<input type="checkbox"/> Career Counseling	<input type="checkbox"/> Poor Academic Progress
<input type="checkbox"/> Financial Assistance	<input type="checkbox"/> Disability Svcs. /Spec. Needs
<input type="checkbox"/> Intervention Services	<input type="checkbox"/> Study Skills/Student Success
<input type="checkbox"/> Job Placement Assistance	<input type="checkbox"/> Tutoring

Has student been officially dropped from class? Yes \_\_\_\_\_

No \_\_\_\_\_

Re-entry recommended? Yes \_\_\_\_\_ No \_\_\_\_\_

Student's present grade average: \_\_\_\_\_

Please list other assistance needed and/or comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Staff's Signature**

.....  
**For Office Use Only (Please check all that Apply)**

Federal Assistance

Veteran

Rehab Services

WIA

SSS

Other

Please describe action taken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Initials

## GUIDE TO DISABILITY SERVICES



### Student Services

<b>Bessemer Campus</b>	<b>Birmingham Campus</b>
<b>1100 9<sup>th</sup> Avenue S.W.</b>	<b>3060 Wilson Road</b>
<b>Bessemer, AL 35022</b>	<b>Birmingham, AL 35221</b>

**(205) 925-2515**  
**[www.lawsonstate.edu](http://www.lawsonstate.edu)**

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## Preface

The purpose of this manual is to provide relevant information about disabilities services and support provided through Lawson State Community College. The Counseling unit of the Student Services division acts as the service arm of the college, in facilitating accommodations and services for students with disabilities. Through the eligibility determination procedures described herein, the counseling services strives to develop and implement special accommodations tailored to the individual student's needs and learning characteristics. Furthermore, the role of self-advocacy is fostered and supported by the college, therefore students are encouraged to actively participate in the process of securing services. Administrators, faculty, and staff are committed to the delivery of quality services and support for students with documented disabilities. A professional counseling staff is available to provide career, personal, and psychological counseling as well as academic advising to students with disabilities. In addition, the LSCC staff is committed to providing training and technical assistance for faculty, staff, students and the community involved in the provision of services and/ or educational experiences to college students who have disabilities. The counseling staff is committed to working collaboratively with the faculty and staff of the college to help students minimize the effects of their disabilities through the implementation of a wide range of accommodations in the learning environment.

The policies and procedures contained in this document represent the college's effort to adhere to the federal disability laws, which guarantee access and participation of all qualified students, regardless of their individual strengths and abilities. It is our intent to provide an environment in which all students learn and realize their potential. Copies of this manual can be accessed via the Lawson State website at [www.lawsonstate.edu](http://www.lawsonstate.edu) and will also be available in the Disability Services Offices on the Birmingham and Bessemer campuses.

Recognition and respect are extended to the LSCC faculty and staff for their continued commitment to students of all abilities.

### **Important Note**

Any information described in the *Guide to Disability Services* is subject to change. Counseling Services will inform students of policy and procedure changes via U.S. Mail, college email, college website, posted notification, and seminars. Please keep your current address updated to avoid missing pertinent information from the college.

## Information for Prospective Students

The Student Services staff welcomes you to Lawson State Community College. Our counselors are committed to facilitating reasonable and appropriate academic accommodations to college students with disabilities. The information in this booklet is designed to help you get accommodations and special services while you are a student at Lawson State Community College.

### Registration for Accommodations/Disability Services

Lawson State Community College is committed to providing a quality environment to support and assist students throughout the academic process. In compliance with *Section 504, as amended* of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, special services and accommodations are given on an individual basis once supporting documentation is provided. It is the responsibility of a student to notify the college of a disability that requires assistance. Requests for accommodations should be made prior to enrollment. Students requesting accommodation such as interpreters or captioning services should do so in a timely manner to ensure services can be arranged. The steps are as follows:

- Contact Renay Herndon (Bessemer Campus, Student Services Center, Room 183A) or Janine McCoy Jones (Birmingham Campus, ASC, Suite 220)
- Provide documentation that is appropriate and meets the guidelines according to Alabama State Board of Education
- Participate in interview with counseling staff
- Assist with the selection of accommodations

Registration for disability services is a separate process from applying for admission to Lawson State Community College. Mailing addresses for disability counselors is as follows:

Ms. Renay Herndon  
1100 9<sup>th</sup> Avenue S.W.  
Bessemer Alabama 35022  
(205) 929-3419

Ms. Janine McCoy Jones  
3060 Wilson Road  
Birmingham, Alabama 35221  
(205) 929-6396

E-mail requests for information regarding Disability Services: [rherndon@lawsonstate.edu](mailto:rherndon@lawsonstate.edu) or [jmccoy@lawsonstate.edu](mailto:jmccoy@lawsonstate.edu). For Web access, go to: [www.lawsonstate.edu](http://www.lawsonstate.edu).

### Admissions

The Admissions Office handles all applications for admission to Lawson State Community College. Admission standards are described in the College Catalog/Student Handbook and must be met by all students, regardless of disability. Applications for admission are available from the admissions Office. Accommodations for placement testing will be provided for those students who contact Renay Herndon at (205) 929-3419 or Janine McCoy Jones at (205) 929-6396. Appropriate documentation is required to receive accommodation services.

### Financial Aid

Lawson State Community College's financial aid packages (federal Pell Grant, work study, supplemental grants, and scholarships) enable students from all economic backgrounds to attend Lawson State Community College. Financial aid is awarded based on need and merit, and students who wish to receive aid must reapply each year. If an individual with disabilities needs assistance in applying for financial aid, he/she should contact Renay Herndon at (205) 929-3419 or Janine McCoy Jones at (205) 929-6396.

## **New Student Orientation**

New Student Orientation is important to the success of all students; therefore, all new students are expected to attend the sessions conducted by Student Services. Students who anticipate a need for accommodations during the orientation process should contact Renay Herndon, Bessemer Campus, at (205) 929-3419 or Janine McCoy Jones, Birmingham Campus, at (205) 929-6396.

## **American with Disabilities Act**

### **Section 504 of the Rehabilitation Act of 1973, as amended states:**

No otherwise qualified individual with a disability, shall solely by reason of his disability, be excluded from the participation in, be denied of the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Under the provisions of Section 504, Lawson State Community College may not;

- Limit the admission of otherwise qualified students with disabilities
- Make pre-admission inquiries as to whether an applicant is disabled;
- Exclude an otherwise qualified student with a disability from any course of study
- Provide less financial assistance to students with disabilities than is provided to non-disability student. Counsel students with disabilities into more restrictive career paths than are recommended to non-disability.
- Measure student's achievements using modes which adversely discriminate against a student with a disability;  
Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

### **American with Disabilities Act (ADA) of 1990:**

This is a national mandate to end discrimination against individuals with disabilities in employment, state and local government services, public accommodations and commercial facilities, and telecommunications.

- Title I: nondiscrimination in employment activities
- Title II: state and local government entities and programs must be made accessible, as well as public transportation systems
- Title III: programs, goods, and services provided to the public by private entities must be accessible by persons with disabilities
- Title IV: telecommunication services must be accessible to persons with hearing or speech impairments
- Title V: miscellaneous provisions

## **LSCC Services for Students with Disabilities**

Lawson State Community College is committed to serving college students with disabilities. All programs across the campus are available to provide a broad diversity of services designated to the needs of college students with disabilities.

### **Reminders**

- Students with disabilities should remember that registration for disability services is separate from gaining admission to Lawson State Community College.
- If you are applying to Lawson State Community College and you have a disability, it is recommended that you do not submit disability documentation to the admissions office.
- Admissions decisions are made without regard to disability status.

### **Mobility Services**

Students with mobility impairments who require assistance from offices/personnel housed on the second floor of the Administration Building on the Birmingham Campus should report to the Office of Student Financial Services, Room 104, for such assistance. Signage indicating such is visibly posted at each entrance and in the hallway of the building. Students with disabilities receive appropriate accommodations relative to their specific disability. Though the Academic Building has no elevator, students are not excluded from a requested course offering, program or activity because it is not offered in an accessible location. The college relocates classes, programs and activities as necessary to accommodate students with mobility challenges.

### **Guide Dogs/Service Animals**

In accordance with the Americans with Disabilities Act, (ADA), service animals are permitted on the college campus and in its facilities. Technically speaking, 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 or fetching dropped items. Therapy or companion animals are not service animals and are not covered under the ADA. To be permitted on campus, a guide dog must be specifically trained to perform a service function. Furthermore, the animal should wear a harness, cape, identification tag or other gear that readily identifies its working status. Guide dogs whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

### **Parking**

Accessible parking areas are available to students who are certified for disability parking by their home state.

### **Library Media Center (Access and Assistance)**

Library staff may be contacted during business hours to ensure access to library collections and services. Special services include research assistance, telephone, and reference, retrieval of materials, photocopying assistance, library orientation, special check-out arrangements, and extended loan periods for reserved materials.

\*Up-to-date reference and resource materials

\*Computers and Internet access

\*Virtual library system

## **Alabama Department of Rehabilitation Services (ADRS)**

ADRS exists to enable individuals with disabilities to reach their potential. ADRS provides necessary diagnostic medical, educational, technology, Independent living, vocational counseling, and employment services to eligible individuals with disabilities to assist them in entering into employment. They do not provide comprehensive psychological services. For more information contact ADRS at (205) 290-4400, or 1-800-441-7607.

## **Other Disability Related Services May Be Provided Upon Request After Submission of Appropriate Documentation.**

### **Accommodations and Support Services**

#### **Priority Registration**

Priority registration is provided for students who have identified themselves as a person having a disability. The student is responsible for regular advisement through his/her academic advisor and/or the disability services counselor. After consultation with the academic advisor, the student must have the registration form approved by the disability services counselor.

#### **Disability Services**

- \*Screening of disability documentation
- \*Determination of appropriate accommodations
- \*Communication with faculty and/or staff regarding student needs
- \*Referral to other available campus and/or community resources
- \*Disseminate information regarding federal requirements and college policy regarding Section 504
- \*Works to resolve issues regarding accommodations for students
- \*Serves as resource for students needing guidance in regards to receiving appropriate and reasonable academic modifications

#### **Counseling Services**

- \*Provides personal, career, social, and health and wellness counseling to students with disabilities
- \*Provide academic and career advisement to students with disabilities
- \*Conducts appropriate pre/post assessment counseling
- \*Encourages participation in campus and student activities

#### **Student Support Services**

Student Support Services is a federally funded program that provides academic assistance and cultural and educational enrichment to eligible students who qualify, including students with disabilities. Services provided include:

- Tutoring
- Peer and Faculty Mentors
- Study and Test Taking seminars and workshops
- Academic counseling and advisement

#### **SPACE Center**

The purpose of the SPACE Center is to combine academic and non-academic support services and to proactively assist students in utilizing these services. The following services are provided through the center:



### \*Counseling

- \*Tutoring
- \*Mentoring
- \*Referrals
- \*Technology Based Services
- \*Academic Support Services
- \*Workshops

### ○ LSCC Eligibility Determination Guidelines

Legal Mandates: The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in the implementing regulations of Section 504 of the Federal Rehabilitation Act of 1973 as amended in 1992 and more recently with the American with Disabilities Act (ADA) of 1990. Regulations for Section 504 make it clear that:

- Persons with disabilities have opportunities to participate in or benefit from services equal to those provided to persons without a disability; this included extracurricular activities such as sports and clubs.
- Program, including educational programs, must be made accessible
- Auxiliary aids, services, and program modifications must be provided so that persons with a disability can participate in education; (e.g. the provision of a reader or tape recorder for a student with a visual disability or an interpreter for a student with a hearing disability).

### **Qualified Recipients of Services**

In order to receive disability services, an individual must have a documented disability that meets the definition as stated in the Rehabilitation Act of 1973 and the ADA (1990). An individual with a disability must have documentation which supports at least one of the following conditions:

- a physical or mental condition that limits one or more major life activity;
- a record of such condition; or regarded as having such a condition

### **Identification of Student Recipients and Self Advocacy**

- The student is responsible for self-identifying and disclosing a disability
- The student is responsible for supplying written documentation of the disabling condition to the disability counselor. The disability counselor will assist the student with obtaining information, when needed.
- Documentation is required in order to activate a disability services file, develop an academic plan, and provide disability related services.

In addition to self-identifying and providing the necessary documentation, you will need to be able to answer these questions when arranging for your accommodations:

- What is your disability?
- How does your disability affect you in the classroom?
- What accommodations have been helpful in the past?
- What accommodations do you think you need?

Students who choose not to self-identify when they enter LSCC do not forfeit their right to identify themselves and to request accommodation later. However, the college is not obligated to provide accommodations and services for students with disabilities until they are registered with the disability counselor and make known their need for accommodations.

### **Appropriate Documentation**

A written report must be submitted by a qualified provider that clearly diagnoses a disability and/or records

showing the history of a disability. Medical doctors, psychiatrists, psychologists, counselors and school psychologists are among the professionals who routinely evaluate, diagnose and treat disabilities. The report must include the following:

- Clearly stated diagnosis and name/title of evaluator
- Defined level of functioning and any limitations
- Supporting documentation (i.e. test data, history, observation, etc.)
- Current treatment, medication, letter/report (1-3 years), dated and signed
- 

## **Accommodations**

### **Determining Reasonable Accommodations**

Providing reasonable accommodations for students with disabilities requires an individual assessment of need and is a problem-solving process. Specific accommodations depend upon the nature and requirements of a particular course or activity and the skills and functional abilities of a particular student. Modifications and adjustments to course content and evaluation criteria that do not alter the fundamental nature of the course can generally be arranged.

### **Academic Accommodations**

The counselor responsible for disability services determines reasonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist, or other clinician that diagnosed the student's disability. Consideration is also given accommodations that previously have been used in educational settings with the student. In addition, the disability counselor consults with faculty to assist in tailoring reasonable accommodation to individual course requirements. Although some persons may have similar diagnoses, each person is treated as an individual since accommodations must be tailored to individual needs. If you are registered with disability services, please make an appointment with Ms. Herndon or Ms. McCoy Jones as soon as possible to discuss any course accommodations that may be necessary. Students who may need course adaptations because of a disability are encouraged to make an appointment to see Ms. Herndon or Ms. McCoy Jones during the pre-registration period.

### **Accommodation Letters**

It is the student's responsibility to deliver accommodation letters to each instructor in whose course the student is requesting accommodations, and to discuss with those instructors' methods for providing the requested academic adjustments. Letters are not be placed in an instructor's mailbox, under a door, or given to someone else to deliver. Instructors are not obligated to provide accommodations until they have received accommodation letters. If an accommodation letter is not presented, faculty members are not expected to provide accommodations. If a student delivers an accommodation letter to his/her instructor only within a few days of an assignment or exam, the instructor may not be able to arrange an optimal adjustment. Instructors are required to contact the disability counselor if there are concerns regarding requested accommodations.

### **Providing Reasonable Accommodations**

An academic accommodation is essentially a problem-solving process. The task is to determine the necessary adjustments that will enable students with disabilities to have access to the same programs and services available to students without disabilities and to have their academic performance evaluated without the limiting effects of their disability. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of college courses and programs. Providing reasonable accommodations for students with disabilities is a collaborative process between the student and his/her instructor. For example, extended time for exams should be arranged to match both the student's and the instructor's schedules. A student might start a test before the rest of the class, finish a test after the rest of the class, or take a test in two halves at two different times.

The accommodation strategy should be appropriate and efficient for both the student and the instructor. Federal law requires that students with disabilities receive services in the most integrated setting possible, unless separated services are the only method of providing appropriate accommodations. The Student Assessment Center is available by appointment and the disability counselor will provide testing assistance under special circumstances.

Federal disability laws also call for provision of reasonable accommodations or academic adjustments as necessary to ensure that academic requirements do not discriminate or have the effect of discriminating on the basis of disability against a qualified applicant or student. Accommodations are provided based on the specific request and disability documentation provided to disability services. Accommodations will not be provided retroactively. A request may be deemed “unreasonable” if it:

- Creates a direct threat to the health or safety of others
- Causes a substantial change in an essential element or a substantial alteration in the manner in which the university provides a program or service
- Causes undue financial or administrative burden

### **Confidentiality**

Title I of the Americans with Disabilities Act of 1990 states that any information regarding a disability gained through medical, psychological, educational, other professional reports, and student self-reports is considered confidential.

- Neither the disability nor the use of accommodations is noted on the transcript or diploma.
- Information can be released only with written authorization from the student (FERPA)
- Students requesting special services must sign a release form, which allows the disclosure of information
- Information can be shared without written permission in the event of medical emergency, behavior which endangers the safety of the student or others, an official court order, or report of child abuse.
- Students have access to the contents of the file and will be allowed to view material with either the Dean of Students or Counselor present.
- Students are not allowed copies of file materials obtained from another source (psychological reports, medical records, etc.) without written permission from the other source.
- A Statement of Confidentiality is discussed with the student, signed, witnessed, and placed in the student’s file.

### **Institutional Obligations**

Lawson State Community College as a public institution of higher education, which receives federal financial assistance, is legally bound to prohibit discrimination in the recruitment process, the admissions process, and the education of students with disabilities. Students with documented disabilities are entitled to receive appropriate modifications, accommodations, or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities provided on the campus of LSCC.

### **Modifications to Policies and Practices**

Federal regulations now require perspective students to produce specific documents as proof of identity or age. If you need assistance with providing alternate proof of identity; you must provide documentation regarding your disability and request assistance with determining appropriate alternate identification. The college’s disabilities counselor will be available to assist you with this procedure during the admissions process.

Lawson State Community College is proud of an outstanding record of providing students with a safe and secure learning environment. ADA students who have unique or different safety issues should provide appropriate

documentation and make a timely request for assistance. Please contact the disabilities counselor for assistance with developing a plan of safety.

### **Student Grievance Process/Conflict Resolution**

When a qualified student with a disability requests accommodation, the college has a legal obligation to make an effort to provide effective and reasonable accommodations. However, the college is not required to make adjustments that impose an undue financial or administrative burden on the institution, or fundamentally alter the nature of the college program, service, or activity. The obligation to reasonably accommodate students with disabilities does not require reduction of academic standards or course requirements, nor does it require acceptance of behaviors that pose a direct threat or disrupt the learning or teaching environment. If a particular requested accommodation is judged to be inappropriate, the college is obligated to consider other reasonable accommodations. Questions and concerns regarding accommodations and services for students with disabilities should be directed initially to the disability's counselor. If the necessary assistance cannot be provided, or information or suggestions that resolve issues involving accommodations, a meeting with the faculty member, the disability counselor, and the student will be scheduled. If an agreement is not reached at this meeting, the Dean of Students will schedule a meeting with all parties involved. If there remains no resolution, the final step in the grievance process involves the dissenting party filing a formal grievance. During the grievance process, the student is entitled to receive accommodations recommended by the disability services counselor. The process for filing an official grievance is outlined in the *Lawson State Community College Catalog/Student Handbook*.

### **Considerations and Responsibilities**

#### **Responsibilities of Students**

Students with disabilities are responsible for informing the college about the disability and the need for reasonable accommodation. This should be done prior to or upon enrollment at the college. Students must furnish adequate documentation of their disabilities from medical or other appropriate professionals in order to substantiate the need for services. The student will:

- Identify as a student with a disability in order to access accommodations and services available.
- Provide a schedule at the beginning of the semester to the Disability Counselor for the development of the faculty notification letter.
- Meet with the faculty to present letters and discuss arrangements for accommodations.
- Notify in a timely manner of the need for services or change in service requirements.
  - Adhere to all academic requirements and policies
  - Up-date file when appropriate (i.e., when enrollment is not continuous).

#### **Responsibilities of Faculty**

Faculty plays a major role in the implementation of accommodations to students with disabilities. Faculty members should have input and should assist with determining reasonable accommodations. However, according to federal law, faculty may not refuse to provide required accommodations, question whether the disability exists when accommodations have been authorized by the disability services counselor, or ask to examine documentation when it is not academically related. Faculty will:

- Work collaboratively with disability services counselor 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 take the initiative when students are reluctant to self-advocate.
- Contact the disability services counselor with questions or suggestions regarding the appropriateness of

a required accommodation. (Faculty must continue to provide accommodation until it is set aside or modified).

- Refer students to the disability services counselor when an accommodation is requested. Provide temporary services until paperwork is complete, as recommended by the disability services counselor.

### **Responsibilities of Disability Services Counselor**

Registration for assistance with disability services is a separate process from applying for admission to Lawson State Community College. The Disability Services Counselor will:

- Screen and evaluate documentation
- Determine appropriate accommodations
- Communicate with faculty and/or staff regarding student needs
- Make referrals to other available campus and/or community resources

**The college has an obligation and a responsibility to maintain confidentiality of evaluation information and does not release disability documentation without the student's informed and written consent.**

### **General Guidelines for Instructors**

- Students should be viewed on the basis of ability, not disability
- Avoid fostering dependence in students with disabilities
- Interact with students with disabilities in the same manner as other students
- Respect the privacy of students with disabilities; avoid mentioning accommodations in front of others
- Do not view accommodations as “special treatment”, but as methods to limit the negative effects of disabilities on students
- When in doubt about if and how to assist students with disabilities, ask them! If your offer of assistance is declined, do not insist on “helping”

Students with disabilities do not need sympathy; they need academic accommodations to meet the expectations of an academic environment.

Faculty may impose “standards of conduct” for classroom behavior that all students are expected to meet. Such standards of conduct should be designed to prevent significant disruption in the teaching/learning process and provide a more effective classroom learning environment for all students.

### **Activities, Clubs, and Organization**

As an equal opportunity educational institution, Lawson State Community College is committed to making all programs, activities, clubs, organizations, and services accessible to students with disabilities. It is the responsibility of staff, faculty, and administrators to notify the disability counselor when reasonable adjustments need to be made to include students with disabilities. It is the responsibility of staff, faculty, and administrators to assure that students with disabilities are included, encouraged, and supported regarding participation.

Students with disabilities are encouraged to become actively involved with campus organizations. One of the goals of the disability services is to assist students with developing self-advocacy skills and becoming active members of the college community.

### **Criteria for Disability Documentation**

Alabama Community College System institutions do not provide disability documentation for students. It is the

student's responsibility to provide appropriate documentation to the college office responsible for handling the request and to request accommodations. Appropriate documentation is defined as that which meets the following criteria:

**Health Condition, Mobility, Hearing, Speech, or Visual Impairment**

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist (as appropriate), including:

- Clearly stated diagnosis
- Defined levels of functioning and any limitations
- Current treatment and medication
- Current letter/report (within 1 year), dated and signed

**Psychological Disorder**

A letter or report from mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

- Clearly stated diagnosis (DSM-IV criteria)
- Defined levels of functioning and any limitations
- Current treatment and medication
- Current letter/report (within 1 year), dated and signed

**Traumatic Brain injury (TBI)**

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or another specialist as appropriate), including:

- Assessment of cognitive abilities, including processing speed and memory
- Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
- Defined levels of functioning and limitations in all affected areas (communications, vision, hearing, mobility, psychological, seizures, etc.)
- Current treatment and medication
- Current letter/report (post-rehabilitation and within 1 year), dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional will not be sufficient to document a learning disability.

**Learning Disabilities (LD)**

A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, including:

- Clear statement of presenting problem; diagnostic interview
- Educational history documenting the impact of the learning disability
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusions, including a least: WSIA-R; Woodcock-Johnson Psycho educational Battery-Revised, including Written Language; Woodcock-Johnson Cognitive
- Processing Battery to substantiate any processing problems
- Clearly stated diagnosis of a learning disability based upon DSM-IV criteria
- Defined levels of functioning and any limitations, supported by evaluation data
- Current report (within 3 years of enrollment date), dated and signed

## **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**

A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:

- Clear statement of presenting problem; diagnostic interview
- Evidence of early and current impairment in a least two different environments (comprehensive history)
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusions, including at least: WAIS-R, Woodcock-Johnson Psycho educational Battery-Revised, including Written Language; Behavioral Assessment Instruments for ADD/ADHD norm on adults
- Clearly stated diagnosis of ADD based upon DSM-IV criteria
- Defined levels of functioning and any limitations, supported by evaluation data
- Current report (within 3 years of enrollment date), dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional will not be sufficient to document ADD or ADHD. Medication cannot be used to imply a diagnosis.

### **Non-Discrimination Policy**

It is the policy of the Alabama Community College System, its Board of Trustees, and Lawson State Community College, a postsecondary institution under its control, that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program, activity, or employment.

Lawson State Community College also prohibits discrimination due to ethnic origin, marital status, parental status, economic status, sexual orientation, gender identity, genetic information, citizenship, veteran status or disability, reasonable accommodations or any other protected class as defined by federal and state law. The college has zero tolerance for harassment, retaliation, violence, physical bullying, cyber-bullying, and hazing.

This nondiscrimination policy covers employment, admissions, training, organizational affiliation, student housing, and advisory boards in all college programs and activities. This policy is enforced by Federal law under Title IX of the Education Amendment of 1972, Title VI and Title VII of the Civil Rights Act of 1964, Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries regarding compliance with these statutes may be directed to the Dean of Students (205-929-6361) or the Director of Human Resources (205-929-6313).

## Frequently Asked Questions

### **Can I ask a student if he/she has a Disability?**

No. However, it is the college's responsibility to notify students of services available for students with disabilities. You should inform all students of services and/or programs available at the college for students who need accommodations due to a disability, and how to access those services.

### **Do I have the right to know what type of disability a student has when they ask for an accommodation?**

No. A student does not have to inform the faculty or staff member about their disability, but only the needed accommodations. If you have a question regarding the need for the accommodation, then you may contact the Disability Services Counselor. The counselor will have documentation regarding the student's disability on file. They cannot give details about the disability, unless the student has signed a written consent form, but can inform you if the student has a documented disability and if the accommodation requested is appropriate. The student may disclose their disability to you. You are then obligated to maintain confidentiality regarding the student's disability. It is important to remember that the confidential nature of disability-related information has been an overarching principle of nondiscrimination since Section 504.

### **What can I do if I disagree with the academic accommodation requested?**

If you disagree with the academic accommodation requested, you should discuss your disagreement with the Disability Services Counselor, but you should continue to provide the accommodation. An instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. Often faculty members are concerned with the use of a tape recorder, in their classroom because it may infringe on their freedom of speech or potential copyrighted material. The instructor may ask the student to sign an agreement that states that they will only use the recordings for their personal use. It is important to remember that under the ADA, if appropriate accommodations are not provided to the student, YOU, as well as the institution, can be held liable for monetary damages.

### **Does the student receive "special privileges" under this legislation?**

Providing accommodations should not be regarded as giving students "special privileges," but rather as equalizing the impact of the student's disability to the greatest extent possible. Institutions are not mandated to make changes in requirements that would result in a major or substantial change in essential elements of the curriculum. The institution has the right to set academic standards, but the institution must prove that a requested accommodation would create a substantial change. The burden of proof lies with the institution.

### **Does the student with a disability need to ask for accommodations in a certain time frame before classes?**

Yes. Most institutions require that the student indicate the need for an accommodation within a reasonable advance time. This is not always possible, but it is important to provide the accommodation as soon as possible.



**What can I do to make the classroom environment open to students with disabilities?**

It is important to remember that people with disabilities are just that-people first. Here are a few easy-to-remember tips:

- Make a general announcement regarding the availability of accommodations at the beginning of class. Most institutions require a statement on all syllabi regarding requests for accommodations.
- Inform students of the services provided at your college and how to contact the person responsible for assisting students with disabilities.
- Ask questions. The student is the best source of information.
- Not everyone who has a disability is the same. It is important to look at the person first and not lump everyone together in the same category. This is also important when addressing accommodations. For example, not all students with learning disabilities need extended time, not all people with visual impairments need Braille, etc. Everyone is an individual with individual needs.

**How do I know what type of academic accommodation a student need?**

It is up to the student and the disability counselor to determine what type of accommodation is needed based on appropriate documentation. If you question the accommodation, contact the counselor. There is no one type of accommodation for all students with disabilities. Each accommodation must be decided on a case-by-case basis. Some common accommodations are:

Taped textbooks/Lectures	Interpreters	Note takers
Readers	Cassette Recorders	Student Tutors
Alternate Testing Arrangements	Assessment & Referral to Outside Agencies	Extended Test Time
Accessible Facilities	Computer Adaptive Equipment	Large Print Materials
Parking Permits	Counseling	Career Planning

# **APPENDIX: Forms**



Accommodations Letter

The student whose name appears below has identified him/herself as a person with a disability and has provided the appropriate documentation to support reasonable accommodations. The following is a request for accommodations, in compliance with Section 504 of the Rehabilitation Act. Please feel free to contact me if there are questions regarding the accommodations indicated below.

Ms. Renay Herndon  
Counselor  
205.929.3419

Mrs. Janine McCoy Jones  
Student Services Specialist  
205.929.6396

Name: \_\_\_\_\_ Student I.D.: \_\_\_\_\_

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

**Accommodations Requested:**

- Extended time on exams (time and a half)
- Extended time on class work (time and a half)
- Extended time on special projects
- Reduced distraction testing situation
- Ergonomic chair exacerbation of symptoms
- Note taker (please see note taker announcement)
- Copies of handouts provided in large print (22 font)
- Provision to stand and sit as needed
- Sign language interpreter (provided by SS)
- Use of in class assistant
- Eat and drink in class, if needed (even during exam time)
- Alternative evaluation criterion for oral class presentation
- Extended time on exams if student experiences
- Use of a computer to take notes in class
- Excuse absences caused by disability
- Exams at SS to use assistive technology
- Tape recording of lectures
- Alternate test format, if needed
- Permission to leave seat briefly if necessary
- Enlarged print exams (22 font)
- Use of a calculator
- Permission to take breaks during exams
- Provision to leave class briefly to use restroom
- Seating middle front row
- Provision to make up exams/assignments missed due to disability

Other: \_\_\_\_\_

I give permission for the Disability Services Counselor to discuss the requested accommodation(s) with my instructor and other appropriate College officials.

Student Signature

Date

**\*\*\*Instructor: Please keep this page for your records\*\*\* Student Services**



General Consent

I, \_\_\_\_\_, give my permission for the Disability Services counselor to share my information concerning my disability with appropriate personnel at Lawson State Community College understand this information is confidential and will only be shared for academic and support services purposes on a need-to-know basis.

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

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Disability Services Counselor \_\_\_\_\_ Date \_\_\_\_\_



Authorization for Release of Information

I, \_\_\_\_\_, by signing this document, give my permission for the counselor at Lawson State Community College to release copies of my records to \_\_\_\_\_.

The following checked information may be released as indicated.

- Classroom accommodations that have been recommended or previously utilized
- Current accessibility requirements/needs
- Psychological and/or neuropsychological reports
- Medical documentation of disability, including official diagnosis

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Student Signature

Date

**Please Forward Requested Information To:**

**Lawson State Community College – Bessemer Campus,  
Ms. Renay Herndon,  
1100 9<sup>th</sup> Avenue SW  
Bessemer, Alabama 35022**

**Lawson State Community College – Birmingham Campus,  
Mrs. Janine McCoy Jones,  
3060 Wilson Road SW**

**Birmingham, Alabama 35221**



Student Services

Authorization for Release of Information

I, \_\_\_\_\_, by signing this document, give my permission for the Disability Services counselor at Lawson State Community College to release the items checked below to \_\_\_\_\_, my vocational rehabilitation counselor, or the Alabama Department of

Rehabilitation Services designee.

- College Transcripts
- Student Schedule for \_\_\_\_\_ Semester / Year
- Instructor reports on student progress
- Other \_\_\_\_\_

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

\_\_\_\_\_  
Disability Services Counselor Date



**Student Services**

**Authorization for Release of Information**

I, \_\_\_\_\_, by signing this document, give my permission for the Disability Services counselor at Lawson State Community College to obtain copies of my records. Please provide the following checked information:

- Classroom accommodations that have been recommended or previously utilized
- Current accessibility requirements/needs
- Psychological and/or neuropsychological reports
- Medical documentation of disability, including official diagnosis

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

Please forward requested material to:

**Ms. Renay Herndon**  
1100 9th Avenue SW  
Bessemer, AL 35022

Or **Fax** to: 205.424-5119

**Mrs. Janine McCoy Jones**  
3060 Wilson Road  
Birmingham, AL 35221

Or **Fax** to: 205.925-3716



**Student Services**

**Authorization for Release of Information**

I, \_\_\_\_\_, by signing this document, give my permission for the Disability Services counselor at Lawson State Community College, to release the items checked below to \_\_\_\_\_.

- College Transcripts
- Student Schedule for \_\_\_\_\_ Semester Year
- Instructor reports on student progress
- Other \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Disability Services Counselor \_\_\_\_\_

Date \_\_\_\_\_





**Student Services**

**Student Accommodation(s) Agreement**

Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Semester:       Fall    Spring       Summer

The student named above has identified him/herself as a student with a disability. He/she has provided documentation of a disability to the Disability Services counselor at Lawson State Community College. Based on a thorough review of the documentation and interview with the student, the following accommodation(s) for this student have been agreed upon:

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I am in agreement with the accommodations listed above. I understand that I must follow through in the areas that are my responsibility.

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

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Disability Services Counselor \_\_\_\_\_ Date \_\_\_\_\_



**Disability Services**

**APPLICATION TO RECEIVE ACCOMMODATIONS**

Please respond to all questions

**Background Information**

Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Address: \_\_\_\_\_

Local address if different from above \_\_\_\_\_

Phone \_(\_\_\_\_\_) \_\_\_\_\_ Cell Phone \_(\_\_\_\_\_) \_\_\_\_\_

Name of Parent/Guardian (If Appropriate) \_\_\_\_\_

Are you affiliated with a Sponsoring Agency?  Yes  No

If yes:  Voc. Rehab.  Easter Seals  AIB  Other \_\_\_\_\_

**Diagnostic Information**

State Diagnosed Disability: \_\_\_\_\_

How does disability impact daily functioning? \_\_\_\_\_

Identify Functioning Limitation: Major \_\_\_\_\_

- |   |                                    |  |
|---|------------------------------------|--|
| <input type="checkbox"/> Sitting            | <input type="checkbox"/> Reading   | <input type="checkbox"/> Talking       |
| <input type="checkbox"/> Hearing            | <input type="checkbox"/> Listening | <input type="checkbox"/> Breathing     |
| <input type="checkbox"/> Calculating        | <input type="checkbox"/> Seeing    | <input type="checkbox"/> Concentrating |
| <input type="checkbox"/> Written Expression |                                    | <input type="checkbox"/> Other: _____  |

Please describe previous support services or accommodations that you received in the past.

A. Accommodations:

B. Adaptive Equipment:

### Contact Information

Student #: \_\_\_\_\_

Home Phone #: \_\_\_\_\_

Work Phone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_



## **Policies for Use of Service Animals/Guide Dogs**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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 aiding with balance and stability. To be permitted on campus, a service animal must be specifically trained to perform a service function.

For the purpose of Service Animal/Guide Dog safety, security or companionship do not constitute work or tasks for the purposes providing services. As with other ADA accommodations use of a guide dog is confidential. The ADA Coordinator will not share information about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. Staff may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. Furthermore, the animal should wear a harness, cape, identification tag, or other gear that readily identifies its working status. Service animals whose behavior poses a direct threat to the health or safety of others may be excluded regardless of training or certification.

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Student's Signature

Date



### Student Agreement for Taping Lectures

Name \_\_\_\_\_

I.D. # \_\_\_\_\_

Semester \_\_\_\_\_

Course \_\_\_\_\_

When using a tape recorder in the classroom, the instructor may request that the student sign an agreement (form available in the Disability Counselor's office) not to release the recording or otherwise infringe on the publishing rights of the instructor.

I, \_\_\_\_\_, agree with the policy listed above. I agree that I will not release any tape recording or transcription of \_\_\_\_\_ lectures I tape in \_\_\_\_\_, to any individual or group, other than to disability staff personnel at the college on an as needed basis, nor will I otherwise hinder \_\_\_\_\_ ability to obtain a copyright on these lectures.

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Student's Signature

Date



## REQUEST FOR TESTING ACCOMMODATIONS

Please complete this form so that accommodation for testing can be processed efficiently. The information provided and any documentation regarding the student's disability and need for testing accommodations will be considered strictly confidential and will not be shared with any outside source without the student's express written consent. Submit any documentation that confirms previous testing accommodations instead of completing the "Professional Documentation" portion of this form.

Student ID number: \_\_\_\_\_

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

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Daytime Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Special Accommodations:

Please provide (check all that apply)

- Special seating or other physical accommodations
- Magnifying screen for examination
- Reader
- Extended testing time (normally 1.5 additional hours)
- Separate testing area
- Other special accommodations (please specify)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Return this form to:**

Renay Herndon  
1100 9th Avenue SW  
Bessemer, Al 35022

Janine McCoy Jones  
3060 Wilson Road  
Birmingham, Al 35221

**DOCUMENTATION OF DISABILITY-RELATED NEEDS**

Students who have a learning disability, a psychological disability, or other disability that requires an accommodation in testing, please have this section completed by an appropriate professional (education professional, doctor, psychologist, psychiatrist) to certify that the student’s disabling condition requires the requested test accommodation. Student may submit existing documentation of the same or similar accommodation provided during other testing situation instead of completing the “Professional Documentation” portion of this form.

**Professional Documentation**

I have known \_\_\_\_\_ since \_\_\_\_/\_\_\_\_/\_\_\_\_  
Student’s name Date

in my capacity as a (n) \_\_\_\_\_  
Professional Title

The student discussed with me the nature of the test to be administered. It is my opinion that because of this student’s disability accommodations should be provided.

**Description of Disability:**

Signed: \_\_\_\_\_ Title: \_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date: \_\_\_\_\_ License # (if applicable): \_\_\_\_\_



## Adaptive/Assistive Technology Equipment Check Out Policy

Student's name: \_\_\_\_\_

### Student Responsibilities:

1. Register with the ADA Services by following appropriate procedures.
2. Meet with your assigned disability coordinator to request equipment and to discuss the time frame for use of equipment.
3. Read and adhere to the Assistive Technology Policies and Procedures.
4. Schedule an appointment with your disability coordinator to check-out appropriate equipment and receive instructions for usage. Sign and check out equipment. Maintain proper usage and care of equipment.
5. Do not load software or make significant changes to the equipment unless your disability coordinator provides permission in writing.
6. Return equipment for repair or replacement to the office at least once a semester.
7. Return the equipment to the office by the due date. Depending upon time and demand students may be able to check the equipment out again upon examination.

### ADA Services

1. Determine if the student's request constitutes an appropriate accommodation under the American with Disabilities Act (ADA) during the interdisciplinary team meeting.
2. Disability coordinator will meet with the appropriate staff member to prepare equipment for student and provide instructions of use.
3. Disability Coordinator will ensure required paperwork for assistive technology is properly filled out and filed. Upon return of equipment, the disability coordinator will consult with the appropriate staff member to make sure equipment is functioning properly; handle check-in paperwork, and will re-check-out equipment if needed.

**Note: The ADA SERVICES has a limited amount of assistive technology equipment available for approved-student sign-out; use of equipment is made on "first-come, first-served" and priority basis, as resources allow. Any equipment, software or materials provided by the ADA SERVICES to students, faculty, or other departments, remains the property of the ADA SERVICES and may not be copied or relocated for personal use. The ADA SERVICES has the right to recall any piece of the ADA SERVICES equipment at any time. The ADA SERVICES will FLAG the student's record if student fails to return equipment.**

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Student's Signature

Date





## Note Taking Policies and Procedures

### Process

- ADA Services or ADA Coordinators determines the accommodation of note taking.
- ADA SERVICES will provide ADA students with note takers. The ADA student or instructor may recommend candidates for note taking.
- Student provides instructor with a letter of accommodation
- Instructor may assist with locating a note taker from within the class at the beginning of the semester.
- The ADA Coordinator will introduce the note taker and the student receiving the accommodation to each other.
- The ADA Coordinator provides the note taking note taking supplies.
- The note taker provides the ADA student with the notes at the end of each class. If copies need to be made (note taker is in the same class as ADA student) the ADA Coordinator will make copies. (Unless other arrangements have been made to provide the notes in a different format).
- If a note taker is not identified the instructor and the student must to notify ADA SERVICES as soon as possible so that other arrangements can be made.

**\*Note takers do not provide any other service to the student except for taking notes nor do they provide personal information regarding themselves.**

### Student Responsibilities

Lawson State Community College students who use note taking services through ADA Services have a responsibility to:

- Provide the letter of accommodation to instructors at the beginning of the semester.
- Attend classes as scheduled in the course syllabi for each course where a note taker is requested.
- Discuss any dissatisfaction with the notes with the note taker and if problems persist contact ADA SERVICES for assistance.
- Contact ADA SERVICES for assistance if the note taker is absent.
- Understand that notes **will not** be provided for the days that the student is absent from class.
- Understand that a note taker is not required to provide any personal information or other service other than taking notes.

If the note taker is not a volunteer from the class the following rules apply:

- ADA SERVICES will be notified of any planned absences at least two working days prior to the planned absence.
- ADA SERVICES will be notified of an emergency absence. Less than 24 hours is considered a "LATE CANCELLATION."
- An absence without contacting ADA SERVICES will be considered a "NO SHOW."
- The note taker will leave 15 minutes into the class if the student has not arrived. They will then inform ADA SERVICES of the no show.

- After three no shows or late cancellations note taking services will be suspended until the student meets with the ADA SERVICES ADA Coordinator to develop a plan to prevent further no-shows or late cancellations.

**Faculty Responsibilities**

- Upon receiving a note taking letter of accommodation the student and the instructor will solicit the class for a note taking volunteer as soon as possible.
- If a volunteer is found inform the volunteer to see the ADA Coordinator.
- Give the note taking packet to the volunteer.
- If no volunteer is found after one week of solicitation, discuss this with the student with a disability and contact ADA SERVICES for guidance.
- Ask a particular student in the class to volunteer if that student is known to be reliable.

**Note Taker Responsibilities**

Once a student volunteers to be a note taker for a student with a disability they have a responsibility to:

- Sign a note taking contract with ADA Services at the beginning of the semester.
- Attend class regularly. If this is a concern please return to the office of the ADA Coordinator so that another student can be recruited.
- Maintain the confidentiality of the student with the disability.
- Give notes to the student working with ADA SERVICES immediately after class unless both students decide on other arrangements for providing notes.
- Notes are to be provided **only** when the student working with ADA SERVICES have identified and been approved for services.
- Submit time sheets in a timely matter.
- Contact ADA SERVICES with any questions or concerns regarding the note taking process.

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Student’s Signature Date

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Note Taker’s Signature Date

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ADA Coordinator’s Signature Date