STUDENT SERVICES

AMERICANS WITH DISABILITIES ACT (ADA)

Shelton State Community College is committed to the achievement of maximum human potential. In keeping with this, the college fully supports and complies with THE AMERICANS WITH DISABILITIES ACT (ADA). We endeavor to provide students, employees, and the community an opportunity for success with as few deterrents as possible. Students, however, who request accommodation based on a documented disability are advised to make the request known as soon as possible prior to enrollment to ensure timely service. Failure to do so may result in delayed admission and/or accessibility to college programs and services. Students should contact the Office of the Dean of Student Services for specific information. We strive to create a welcoming environment and will work in good faith to meet the needs of all populations.

The following procedures are in place at the college to assist anyone with needs for accommodation and/or with general concerns covered by the ADA.

A. Disabled Students

1. It is the responsibility of the student to notify the ADA Coordinator of his or her need for accommodation and to provide documentation of the disability, prior to enrollment. This documentation should address each specific accommodation. This documentation should be dated within three years of the enrollment date. Once this documentation is filed in the Office of the Dean of Student Services, the student’s instructors will be notified of the requested accommodation.

2. It is the student’s responsibility to notify the Office of the Dean of Student Services of their enrollment in their initial and successive semesters by bringing a copy of their schedule to the Office the Dean of Student Services.

3. If a more serious problem exists, or in situations where the student may feel architectural changes are needed, the coordinator for Section 504 of the Rehabilitation Act of 1973 is the Dean of Student Services. ADA Coordinator for the college is the Dean of Student Services.

4. Instructors also may work through the Dean of Student Services for clarification of ADA academic requirements.

5. Perspective students are encouraged to contact the Admissions Office if assistance is required in applying for college admission.

6. In general, documentation for ADA accommodations is NOT retroactive. All assignments and test scores received before documentation would apply.

B. General Public

1. Any individual requesting information on College policy and procedure regarding the ADA may receive a copy of the College Fact Sheet.

2. All College contractors must comply with the ADA. The administrator for the contract also is responsible for obtaining and maintaining written assurances.

3. Any community group utilizing campus facilities is encouraged to make reasonable accommodation needs known, at the time the reservation is made.

4. All applicants or potential applications for employment with questions regarding ADA compliance are encouraged to contact the Director of Human Resources.

C. Criteria for Disability Documentation

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the technical and academic standards at Alabama College System institutions are entitled to reasonable accommodations. Under these laws, a disability is defined as any physical or mental impairment which substantially limits a major life activity, a history of such an impairment, or the perception of such an impairment. Alabama 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:

1. clearly stated diagnosis
2. defined levels of functioning and limitations
3. current treatment and medication
4. current letter/report (within one year), dated and signed

Psychological Disorder

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

1. clearly stated diagnosis (DSM-IV criteria)
2. defined levels of functioning and any limitations
3. supporting documentation (i.e. test data, history, observations, etc.)
4. current treatment and medication
5. current letter/report (within one 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 other specialist as appropriate), including:

1. assessment of cognitive abilities, including processing speed and memory
2. 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 (communication, vision, hearing, mobility, psychological, seizures, etc.)
3. current treatment and medication
4. current letter/report (post-rehabilitation and within one year), dated and signed

Learning Disabilities
A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, including:
1. clear statement of presenting problem; diagnostic interview
2. educational history documenting the impact of the learning disability
3. alternative explanations and diagnoses are ruled out
4. relevant test data with standard scores are provided to support conclusions, including at least: (a) WAIS-R; (b) Woodcock-Johnson Psycho-educational Battery-Revised, including Written Language; (c) Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems
5. clearly stated diagnosis of a learning disability based upon DSM-IV criteria
6. defined levels of functioning and any limitations, supported by evaluation data
7. current report (within three 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 a learning disability.

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)
A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:
1. clear statement of presenting problem; diagnostic interview
2. evidence of early and current impairment in at least two different environments (comprehensive history)
3. alternative explanations and diagnoses are ruled out
4. relevant test data with standard scores are provided to support conclusions, including at least: (a) WAIS-R; (b) Woodcock-Johnson Psycho-educational Battery-Revised including Written Language; (c) Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems
5. clearly stated diagnosis of ADD or ADHD based on DSM-IV criteria
6. defined levels of functioning and any limitations, supported by evaluation data
7. current report (within three years of enrollment data), 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.

D. Providing Services for Students with Disabilities
Services and reasonable accommodations are provided pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Alabama College System is committed to working with individuals with disabilities. It is a goal of the Alabama College System to ensure that students with disabilities have the programmatic and architectural accesses needed for integration into campus life.

All applicants must meet the academic and technical standards requisite to admission or participation in programs and/or activities at Alabama College System institutions. Alabama College System institutions will not reduce standards in the grading and/or evaluation of students. Academic requirements that are determined by Shelton State to be essential or fundamental will not be modified.

Alabama College System institutions strive to eliminate barriers to learning or participation in other institutional activities, and provide the following services for students and faculty:
- 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

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. Appropriate accommodations may include:
- extended time on exams
- permission to tape lectures
- change in test format
- priority registration
- enlarge print/graphics
- textbooks on tape
- handouts of overhead materials
- cordless FM system
- removal of structural barriers
- class note taker
- use of spell check
- extra time for assignments
- alternative evaluation methods
- special parking
- text telephone

Students with disabilities are responsible for informing Shelton State 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.
ADVISING/REGISTRATION

A. Advising

Academic advising is recommended for students seeking a degree or certificate from Shelton State Community College. In order for Shelton State to provide sound advising, students must communicate their purpose or reason for enrolling at the College. Shelton State has identified the following purposes for students who attend Shelton State. Students who enroll with the purpose of taking courses before transferring to a four-year institution should contact the institution to which they plan to transfer to obtain a list of courses that the transfer institution will accept. If students plan to transfer to a public institution in the state of Alabama, they may obtain curriculum plans by printing a STARS transfer guide from the following Internet site – [http://stars.troy.edu](http://stars.troy.edu). Students are encouraged to visit the Counseling Center for further information on the Statewide Articulation Reporting System.

1. Students who enroll with the purpose of obtaining a two-year transfer degree (AA or AS) should refer to the program of study section of this catalog and follow the curriculum of their choice. If students plan to transfer to a public institution in the State of Alabama, they should obtain curriculum plans by printing a STARS transfer guide from the following Internet site - [http://stars.troy.edu](http://stars.troy.edu). Students planning to transfer to an out-of-state school should contact the school to which they plan to transfer as soon as possible to obtain a list of courses that the transfer institution will accept. It is possible that curricula in the program of study section of this catalog may be modified to satisfy the requirements of a particular transfer institution.

2. Students who enroll with the purpose of obtaining a two-year career/technology degree (AAS) to prepare to enter occupational, semiprofessional or paraprofessional employment upon graduation from Shelton State, should consult the program of study section in this catalog for the curriculum they should follow. In addition, students should work closely with their major instructors in their particular discipline.

3. Students who enroll with the purpose of obtaining a certificate to enter or advance in jobs requiring specific occupational skills should refer to the program of study section of this catalog for the curriculum they should follow. In addition, students should work closely with their major instructors in their particular discipline.

4. Students who enroll as transients (or visiting students) with the purpose of taking a course for one semester before returning to another university or college must obtain a transient letter from the institution which certifies that the credit earned at the college will be accepted as a part of the student's academic program. Such students are not required to file transcripts of previously earned credit at other postsecondary institutions.

5. Students who enroll with the purpose of enhancing their job performance or for personal enrichment should consult with the Counseling Center, the Office of Continuing Education, or the Center for Workforce Development to determine the best course of action to meet their needs.

B. Schedule Planning

It is advisable for each student to plan a schedule at least three semesters into the future. This allows the student to fulfill prerequisites in preparation for advanced courses or sequences taught only once or twice a year.

Students wishing to take an academic or career/technology course which may be scheduled infrequently, should contact the chairperson of the appropriate department at least five months in advance to see when it will be offered.

C. Beginning Freshmen

All beginning freshmen must take the designated placement assessment or complete the ACT or SAT with an equivalent score (see ACT or SAT Policy for details within the Academic Information section of this catalog). When students take the assessment or bring the equivalent ACT/SAT scores to the Assessment Coordinator, they will be assigned a START Up Day (Special Time for Advising, Registration, and Touring). START Up Day is an opportunity for students to learn more about college policies and procedures in order to make a successful transition from high school to college. During the START Up Day, counselors and advisors will provide students with a tour of the college, interpret placement test scores, give hints about surviving the freshman year, and most importantly, advise and register students for classes that semester. Detailed information about START Up Day is given to students when they are assigned a START Up Day.

D. Transfer of Courses

In 1994, the Alabama Legislature created by law the State of Alabama Articulation and General Studies Committee and the Statewide Articulation Reporting System (STARS). Students who plan to transfer to a four-year college or university in the State of Alabama should print a STARS transfer guide by following the instructions on the following website - [http://stars.troy.edu](http://stars.troy.edu).

E. Registration and Grade Reporting

SASSI - The Shelton State-Automated Student Telephone and WEB Interface

Currently enrolled students, returning students, new transfer, and transient students are encouraged to register on SASSI, Shelton State’s automated telephone registration line, 205-391-2900, or Web registration at [www.sheltonstate.edu](http://www.sheltonstate.edu). Dates of automated registration are published each semester in the semester Schedule of Classes. Detailed instructions for other registration opportunities are also included in the class schedule published each semester.

Any registration which is completed after the beginning of classes is considered as late registration and will be assessed a late registration fee of $25. This late registration fee is due at the time of registration along with applicable tuition and fees.
It is the student’s responsibility to ensure that all prerequisite courses have been completed before registering for a course. The prerequisites are listed in the Course Descriptions section of this catalog. The student is also responsible for taking those courses appropriate to his or her curriculum.

Grades are not mailed to students. At the end of each semester, grades may be obtained by calling SASSI, 205-391-2900, or on the Internet, www.sheltonstate.edu. It is the responsibility of the student to check grades at the end of each semester. Students who wish to appeal a grade should consult the Grade Appeal Procedure.

Counseling Services

All students are strongly encouraged to make use of the services of the Counseling Center Staff with regard to educational, vocational, or career planning decisions. For personal problems, students will be referred to appropriate agencies. Vocational, occupational information, and current catalogs from other educational institutions are available in the Counseling Center. The Counseling Center Staff is available to assist students in making relevant career decisions. Students are encouraged to meet with counselors early in their programs so that values, interests, and career information may be discussed.

College Bookstore

A bookstore is maintained as a convenience for the students. All textbooks and most supplies may be obtained in the bookstore which is open during the day with some extended hours during designated peak times.

The refund policy for books purchased at the Shelton State Community College Bookstore is as follows:

1. NO REFUNDS/EXCHANGES WITHOUT ORIGINAL STORE RECEIPTS.
2. time limit—within 21 days from the start of class (one week for summer classes). Books purchased after the last day for returns may be returned within three business days.
3. textbooks containing software (diskettes, CD’s, DVD’s, etc) may be returned if software package has not been opened. Defects in diskettes, CD’s DVD’s, etc., when purchased with new books, must be reported within the refund period.
4. new books must be purchased unmarked and in original condition. If wrapped, must be unopened.
5. if books were purchased on a book voucher or on a credit/debit card, the refund will be credited back to the book voucher or the account used for purchase.
6. refunds on supplies or clothing will be made only if item(s) is (are) returned unused within one week of purchase. Blister-packed items and boxed items must be returned in their original package in resalable condition.
7. defective merchandise should be returned immediately for replacement.
8. electronic products (calculators) must be unopened in original packaging for resale.
9. see the Manager for packet returns.

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Cy-bucs Café

Located in Room 2413 on the Martin Campus, Cy-bucs is a unit of the Brooks-Cork Library that extends selected information services in a relaxed, user-friendly environment. It is a service-oriented facility where students and faculty can relax, eat or drink, and use information technology for instructional purposes. Cy-bucs provides information services in a relaxed environment with cafe tables, booths, and PC workstations. A wireless network will make connecting easy for students and faculty who have their own laptop computers with appropriate network cards. Food and beverages are allowed and encouraged in Cy-bucs. Hours of operation will be posted on the door of Cy-bucs. A laser printer is networked to all computers; printouts can be sent to the service desk and are available upon payment at the service desk. In contrast to other library facilities, word-processing and other software applications are available for use in Cy-bucs. All college policies and library guidelines regarding Internet and computer use apply to the resources and services of Cy-bucs.

First Aid and Health Services

To facilitate the delivery of basic emergency service, a first aid kit is available in the following locations:

- Martin Campus Security Office/Information Area
- C.A. Fredd Main Office
- Fire College The Fire College trains through the paramedic level, so EMT personnel and equipment are always available.

In addition to first aid materials, all laboratories and shops on each campus have proper equipment such as showers and eye wash kits to remove hazardous chemicals in case of spill or breakage. In the event that a person needs emergency medical treatment, a member of the administration or faculty should be contacted. A person suspected of being seriously ill or injured (broken bones, unconscious, etc.) should not be moved until a staff member arrives. Any costs of transporting students to the hospital, hospitalization, or treatment is the responsibility of the student.

Food Service

A dining hall is located on the Martin Campus with a seating capacity of 450 and on the Fredd Campus with a seating capacity of 225. A variety of choices are available for students, faculty, and staff. Students are strongly encouraged to eat and drink only in the designated areas on each campus. FOOD AND DRINKS ARE NOT ALLOWED IN THE CLASSROOMS ON ANY SHELTON STATE CAMPUS. Certain rooms are designated for student or faculty functions where food or drink may be served. To reserve these rooms, contact the Office of Student Services, 205-391-2217.

Housing

Shelton State does not provide on or off campus housing. Students must make their own arrangements for housing, and the college assumes no responsibility for any problems between landlords and students.
IDENTIFICATION CARD

In order to provide a safe and secure environment, all students, employees, and guests are required to have identification while on campus. The college will make every effort to ensure that all individuals on campus are here for appropriate reasons. In order to implement this policy, individuals on campus may be required to provide identification upon request. Any student enrolled at Shelton State Community College, with the exception of a transient student, is required to have a student identification card made. Transient students should possess identification from their home institution and/or a copy of their Shelton State schedule. The Student ID card will have the student’s name and the designation “STUDENT” on it. The student must be currently enrolled to validate the ID card. The student's College ID number will be encrypted bar code. The first student ID card is provided at no cost. Replacement cards, whether lost or stolen, will be $10.00. Students may at any time be required to show their ID card to security or faculty of Shelton State.

INSURANCE

Accident Insurance: Shelton State students are required to obtain an accident insurance plan. The cost for this plan is $7.50 for fall and spring semesters and $5.00 for summer semester. (These rates are subject to change should insurance company rates increase.) Students are given a brochure explaining the coverage at the time of registration. This plan covers accidents that occur on and off campus.

LEARNING CENTER

The Learning Center has tutors available to provide tutoring in many academic courses. In addition, computers are available for student use with word processing, nutrition, statistics, spreadsheets, study skills, resume writing, grammar, reading, math, and nursing programs. The lab contains computers with Internet access. Programs such as Blackboard are available for students to check classroom assignments. Children on campus for a valid purpose should be under the supervision of a parent or appropriate official.