OFFICE OF DISABILITY SERVICES (ADA) PROCEDURES

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

A. Students with Disabilities

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 Disability Services, the student’s instructors will be notified of the requested accommodation.
2. It is the student’s responsibility to notify the Office of Disability Services of their enrollment in their initial and successive semesters by bringing a copy of their schedule to the Office of Disability 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 Director of Specialized Services. ADA Coordinator for the college is the Director of Specialized Student Services.
4. Instructors also may work through the Director of Specialized Student Services for clarification of ADA academic requirements.
5. Perspective students are encouraged to contact the Office of Admissions 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 Amendment Act 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 impairment, or the perception of such 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 may 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) Behavioral Assessment Instruments for ADD/ADHD normed on adults
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 may 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 Amendment Act. 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 record lectures
- Change in test format
- Priority registration
- Enlarge print/graphics
- Textbooks in alternate format
- Handouts of instructors materials
- Removal of structural barriers
- Class note taker
- Use of spell check
- Extra time for assignments
- Alternative evaluation methods

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.

For more information, contact the Office of Disability Services at 205.391.2983