DISABILITY SERVICES

- 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 Community College System is committed to working with individuals with disabilities. It is a goal of the Alabama Community 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 Community College System institutions. Alabama Community 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 Community College System institutions strive to eliminate barriers to learning or participation in other institutional activities, and provide the following services for students:
  - 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,
  - Enlarged print/graphics,
  - Textbooks in alternate format,
  - Handouts of overhead materials,
  - Removal of structural barriers,
  - Assistance locating a peer note taker (scribe),
  - Use of spell check.
- Shelton State is not obligated to provide accommodations for students with disabilities until students have completed registration with the Office of Disability Services (ODS) and provided appropriate documentation regarding their disability and accommodation needs. Accommodations are not retro-active. Students are encouraged to be self-advocates and request accommodations early, usually several weeks prior to the start of classes. It is necessary for the students to make their needs known each semester in order to receive services.
For questions, contact the ODS at 205.391.2983 or email ODS@sheltonstate.edu. More information can be found on page 25.

Additional information from page 25 of 2013-2014 Student Handbook

AMERICANS WITH DISABILITIES ACT (ADA)

Shelton State Community College is committed to the achievement of maximum human potential and, accordingly, fully supports and complies with THE AMERICANS WITH DISABILITIES ACT (ADA) and Section 504 of the Rehabilitation Act of 1973. We endeavor to provide students, employees, and the community an opportunity for success with as few deterrents as possible. Students 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 Disability Services (ODS) 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 policies and procedures are in place at the College to assist anyone with needs for accommodation and/or with general concerns covered by the ADA.

General Public/Institution Policies Regarding Students with Disabilities

- Any individual requesting information on College policy and procedure regarding the ADA may receive a copy of the College Fact Sheet.
- All College contractors must comply with the ADA. The administrator for the contract also is responsible for obtaining and maintaining written assurances.
- Any community group utilizing campus facilities is encouraged to make reasonable accommodation needs known at the time the reservation is made.
- All applicants or potential applications for employment with questions regarding ADA compliance are encouraged to contact the Office of Human Resources.
- Questions or clarifications related to reasonable accommodations in the instructional environment should be directed to the ODS.
- ADA related unresolved issues/concerns should be reported to the Dean of Student Services, Dr. Fran Turner, 205.391.2663, ftturner@sheltonstate.edu. Dr. Turner’s office is located in the Dean of Student Services suite on the third floor of the Martin Campus of Shelton State Community College.

General Policies for Students with Disabilities

- Prospective students are encouraged to contact the Office of Enrollment Services if assistance is required in applying for admission to Shelton State Community College.
- It is the responsibility of the student to notify the Office of Disability Services (ODS) of his or her need for accommodation and to provide documentation of the disability, prior to enrollment. This documentation should address each specific requested accommodation and should be
provided by a physician, a licensed professional, or a generally recognized specialist with appropriate experience and credentials.

- It is the student’s responsibility to notify the ODS of their enrollment in their initial and successive semesters by bringing a copy of their schedule to the ODS.
- Unless otherwise indicated, documentation should be dated within three years of the enrollment date. Once this documentation is filed in the ODS, the student’s instructors will be notified of the requested accommodation.
- All reports must be in narrative form, typed, and signed by the appropriate diagnosing professional and should include appropriate interpretation of information contained within the reports. Charts, clinic notes, test protocol sheets, handwritten summary sheets, and scores alone are not sufficient.
- Documentation must be submitted on the official letterhead of the professional(s) diagnosing the disability and must include titles and professional credentials of the evaluator(s) as well as the date(s) of assessment.
- A school plan, such as an IEP or 504 Accommodation Plan, is insufficient documentation.
- In general, documentation for ADA accommodations is NOT retroactive. All assignments and test scores received before documentation would apply.
- The final determination of eligibility for services rests with the College.
- A history of accommodations does not in itself warrant the provision of similar accommodations at Shelton State.
- 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.

Criteria for Disability Documentation
Alabama Community College System institutions do NOT provide disability documentation for students. As indicated previously, it is the student’s responsibility to request accommodations and to provide appropriate documentation to the Shelton State ODS. In the following examples, documentation must include, but is not limited to, the items listed.

- **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**
  - *Clinical Summary*, which must include an assessment of:
    - How the disabling condition(s) may be accommodated.
    - The substantial limitations to major life activities posed by the ADD/ADHD, and the extent to which these limitations impact the academic context for which accommodations are being requested.
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any recommended accommodation using test data to document the need.
o **Diagnostic Considerations:**

- A clear and specific statement that the student is diagnosed with ADD/ADHD and the accompanying DSM-V-TR diagnostic code(s) are required.
- Alternative diagnoses or explanations ruled out: The possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound or be the primary cause of attentional difficulties must be addressed and ruled out.
- Diagnostic interview: The interview must contain self-report and third-party (i.e., other than the student) information pertaining to developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- **Past and present impairment:**
  - The condition must have been exhibited in childhood in more than one setting.
  - In addition to the individual’s history, documentation of current difficulties must include the student’s presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors significantly impairing functioning in two or more settings.

o **Evaluator:**

- Students requesting accommodations on the basis of ADD/ADHD must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of psychiatric disorders (licensed clinical psychologist, neuropsychologist, psychiatrist or another relevantly trained medical doctor), and who has expertise in evaluating the impact of ADD/ADHD on an individual’s educational performance.
- Experience working with an adult population is essential.

o **Special Assessments:**

- Data should include subtest and standard scores to support conclusions and should at least include the most recent versions of a comprehensive intelligence battery and a comprehensive achievement battery.
- Note: Assessments such as checklists and rating scales are very important, but checklists, scales, or subtest scores should not be used as the sole criterion for a diagnosis of ADHD.
- Neuropsychological or psychoeducational assessments are necessary to determine the current impact of the disorder on the individual’s ability to function in an academic setting.
  - **Aptitude/Cognitive Ability:** An assessment of global intellectual functioning is required as measured by the latest version of one of the
following acceptable instruments. Subtest and standard scores must be reported.

- **Acceptable Instruments for assessing Aptitude/Cognitive Ability:**
  - Wechsler Adult Intelligence Scale III (or latest version) is the preferred instrument.
  - Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
  - Stanford-Binet Intelligence Scale

- **Unacceptable Instruments for assessing Aptitude/Cognitive Ability:**
  - The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure and is therefore not suitable for documentation purposes at Shelton State.
  - Wechsler Intelligence Scale for Children (WISC) is not standardized for use with adults.

- **Academic Achievement:** A comprehensive achievement battery with subtest and standard scores, indicating current level of functioning in the academic areas of reading, math, oral and written language, must be included, as measured by the latest version of one of the following achievement batteries:
  - **Acceptable Instruments for assessing Academic Achievement:**
    - The Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
    - Wechsler Individual Achievement Test (WIAT)
    - Stanford Test of Academic Skills (TASK)
    - Scholastic Abilities Test for Adults (SATA)
    - Specific achievement tests such as the Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests– Revised, or the Stanford Diagnostic Mathematics Test.
  - **Unacceptable Instruments for assessing Academic Achievement**
    - The Wide Range Achievement Test (WRAT)
    - Mini-Battery of Achievement (MBA)
    - Note: These are not comprehensive measures of achievement and are therefore not suitable for documentation purposes at Shelton State.

- **Medications:** Must indicate whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response. Medication alone cannot be used to support a diagnosis.

- **Autism Spectrum Disorders (including Asperger’s)**
  - **Clinical Summary,** which must include an assessment of:
How the disabling condition(s) may be accommodated.

The substantial limitations to major life activities posed by the ASD and the extent to which these limitations impact the academic context for which accommodations are being requested.

Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.

Diagnostic Considerations: Information must address the following:

- A specific, current diagnosis as per the DSM-V-TR (including diagnostic codes) which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient.

- Measures specific to ASD, which include:
  - Parent/Caregiver diagnostic interview assessing the 3 areas of difficulty associated with ASD, including social and interaction skills, verbal and nonverbal conversation skills, and obsessive interests and/or repetitive behaviors. The Autism Diagnostic Interview-Revised (ADI-R) is the preferred interview but unstructured diagnostic interviews covering these areas would be accepted.
  - Structured interaction and observation of the student’s social and interaction skills, verbal and nonverbal conversation skills, and obsessive interests and/or repetitive behaviors. The Autism Diagnostic Observation Schedule (ADOS) is the preferred instrument but other structured observation of these skills would be accepted.
  - An ASD-specific behavioral/skill checklist, such as the Social Responsiveness Scale, Social Communication Questionnaire, Gilliam Autism Rating Scale, or Gilliam Asperger’s Disorder Scale.

Diagnostic Interview: The interview must relate a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student’s current level of English fluency); a discussion of comorbidity where indicated; and relevant information regarding the student’s academic history.

Evaluator: Students requesting accommodations on the basis of an Autism Spectrum Disorder (ASD) must provide documentation by a physician or other appropriate professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of psychiatric disorders. Professional must have expertise in evaluating the impact of an ASD on an individual’s educational performance and must have experience working with individuals with an ASD.

Medication:
Prescribed medication, dosages, schedules, and side effects which may influence the type of accommodations provided should be addressed.

Medication alone cannot be used to imply a diagnosis.

- **Special Assessments:**
  - Data should include subtest and standard scores to support conclusions, and should at least include the most recent versions of appropriate assessment instruments.
  - Note: Assessments such as checklists and rating scales are very important, but checklists, scales or subtest scores should not be used as the sole criterion for a diagnosis of an ASD.
  - Neuropsychological or Psychoeducational assessments are necessary to determine the current impact on the individual's ability to function in an academic setting.
    - **Aptitude/Cognitive Ability:** An assessment of global intellectual functioning is required as measured by the latest version of one of the following acceptable instruments. Subtest and standard scores must be reported
      - **Acceptable Instruments for assessing Aptitude/Cognitive Ability:**
        - Wechsler Adult Intelligence Scale III (or latest version) is the preferred instrument.
        - Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability. If using, the GIA must be reported.
        - Stanford-Binet Intelligence Scale
      - **Unacceptable Instruments for assessing Aptitude/Cognitive Ability:**
        - The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure and is therefore not suitable for documentation purposes at Shelton State.
        - Wechsler Intelligence Scale for Children (WISC) is not standardized for use with adults.
    - **Academic Achievement:** A comprehensive achievement battery with subtest and standard scores, indicating current level of functioning in the academic areas of reading, math, oral and written language, must be included, as measured by the latest version of one of the following achievement batteries:
      - **Acceptable Instruments for assessing Academic Achievement**
        - The Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
        - Wechsler Individual Achievement Test (WIAT)
        - Specific achievement tests such as the Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery
Tests—Revised, the Nelson-Denny Reading Tests, or the Stanford Diagnostic Mathematics Test.

- Unacceptable Instruments for assessing Academic Achievement
  - The Wide Range Achievement Test (WRAT)
  - Mini-Battery of Achievement (MBA)
  - Note: These are not comprehensive measures of achievement and are therefore not suitable for documentation purposes at Shelton State.

- Adaptive Behavior Assessments:
  - Assessment of current level of adaptive/daily living skills.
  - Comorbid Assessment
  - Assessment of symptoms of comorbid diagnoses, including symptoms of inattention, hyperactivity, anxiety, and depression.

- **Hearing, Speech, or Visual Impairment**
  - **Clinical Summary**, which must include an assessment of:
    - How the disabling condition(s) may be accommodated.
    - The substantial limitations to major life activities posed by the disability and the extent to which these limitations impact the academic context for which accommodations are being requested.
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.

  - **Diagnostic Considerations**:
    - Description of symptoms related to the diagnosis that the student experiences.
    - Date of original diagnosis, if known, and last contact with the student.

  - **Medication**:
    - Information about any medication the student may be taking for the disabling condition that may affect the student’s ability to participate in an academic environment.
    - Medication cannot be used to imply a diagnosis.

  - **Required Timeline and Updates**:
    - Current letter/report (within one year), dated and signed.
    - Frequent updates may need to be provided depending on the nature of the academic adjustments requested.

- **Information Processing**
  - **Clinical Summary**, which must include an assessment of:
    - How the disabling condition(s) may be accommodated.
    - The substantial limitations to major life activities posed by the disability and the extent to which these limitations impact the academic context for which accommodations are being requested.
- Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
  - **Diagnosis Considerations**: A clear and specific statement that the student is diagnosed with a learning disability and the accompanying DSM-V-TR diagnostic code(s) are required to determine eligibility for services.
  - **Special Assessments**: A comprehensive battery with subtest and standard scores designed to address the specific areas of short- and long-term memory, sequential memory, auditory and visual perception, processing speed, executive function, and motor ability. Information from the Woodcock-Johnson Tests of Cognitive Ability, the WAIS-III, or the Detroit Tests of Learning Aptitude – Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.
- **Learning Disability**
  - **Clinical Summary**, which must include an assessment of:
    - How the disabling condition(s) may be accommodated.
    - The substantial limitations to major life activities posed by the learning disability and the extent to which these limitations impact the academic context for which accommodations are being requested.
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
  - **Diagnostic Considerations**: Must relate a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student’s current level of English fluency); a discussion of comorbidity where indicated; and relevant information regarding the student’s academic history.
  - **Evaluator**: Students requesting accommodation on the basis of a specific learning disability must provide documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis of a full range of cognitive and psychiatric disabilities and who has expertise in evaluating the impact of learning disabilities on an individual’s educational performance (licensed clinical psychologist, neuropsychologist, school psychologist, or psychometrist). Experience working with an adult population is essential.
  - **Special Assessments**: Data should include subtest and standard scores to support conclusions, and should at least include the most recent versions of a comprehensive intelligence battery and a comprehensive achievement battery.
• Note: Assessments such as checklists and rating scales are very important, but checklists, scales, or subtest scores should not be used as the sole criterion for a diagnosis of ADHD.
• Neuropsychological or psychoeducational assessments are necessary to determine the current impact of the disorder on the individual’s ability to function in an academic setting.
  • Aptitude/Cognitive Ability: An assessment of global intellectual functioning is required as measured by the latest version of one of the following acceptable instruments. Subtest and standard scores must be reported.
    o Acceptable Instruments for assessing Aptitude/Cognitive Ability:
      • Wechsler Adult Intelligence Scale III (or latest version) is the preferred instrument
      • Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Cognitive Ability
      • Stanford-Binet Intelligence Scale
    o Unacceptable Instruments for assessing Aptitude/Cognitive Ability:
      • The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure and is therefore not suitable for documentation purposes at Shelton State.
      • The Wechsler Intelligence Scale for Children (WISC) is not standardized for use with adults.
  • Academic Achievement: A comprehensive achievement battery with subtest and standard scores, indicating current level of functioning in the academic areas of reading, math, oral and written language, must be included, as measured by the latest version of one of the following achievement batteries:
    o Acceptable Instruments for assessing Academic Achievement:
      • The Woodcock-Johnson Psychoeducational Battery – Revised: Tests of Achievement
      • Wechsler Individual Achievement Test (WIAT)
      • Stanford Test of Academic Skills (TASK)
      • Scholastic Abilities Test for Adults (SATA)
      • Specific achievement tests such as the Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests– Revised, or the Stanford Diagnostic Mathematics Test.
    o Unacceptable Instruments for assessing Academic Achievement:
      • The Wide Range Achievement Test (WRAT)
      • Mini-Battery of Achievement (MBA)
- Note: These are not comprehensive measures of achievement and are, therefore, not suitable for documentation purposes at Shelton State.

- **Physical Disability (Mobility, Systemic, or Chronic Illness)**
  - Clinical Summary, which must include an assessment of the following:
    - How the disabling condition(s) may be accommodated
    - Identification of the major life activity such as walking, learning, seeing, and hearing are affected by the student’s disability. Information on how the disability presents a substantial limitation to this major life activity in the postsecondary setting must be included (how the student is limited functionally by the disability).
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Reports should establish the rationale for any accommodation that is recommended, using test data to document the need.
  - Diagnostic Considerations:
    - Description of symptoms related to the diagnosis that the student experiences
    - Date of original diagnosis, if known, and last contact with the student
  - Medication: Information about any medication the student may be taking for the disabling condition that may affect the student’s ability to participate in an academic environment. Medication cannot be used to imply a diagnosis.

- **Psychiatric**
  - Clinical Summary, which must include an assessment of the following:
    - How the disabling condition(s) may be accommodated
    - The substantial limitations to major life activities posed by the psychiatric disability and the extent to which these limitations impact the academic context for which accommodations are being requested
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Using test data to document the need, reports should establish the rationale for any accommodation that is recommended.
  - Diagnostic Considerations: The report must address a specific, current psychiatric diagnosis as per the DSM-V-TR (including diagnostic codes) which indicates the nature, frequency, and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Primary and secondary Axis I and Axis II diagnoses are required.
  - Evaluator: Students requesting accommodations on the basis of a psychiatric disability must provide documentation from a licensed clinical psychologist (Ph.D.), psychiatrist (M.D.), licensed clinical social worker, or licensed professional counselor.
  - Medication: Prescribed medication, dosages, schedules and side effects which may influence the type of accommodations provided should be addressed. Medication cannot be used to imply a diagnosis.
Required Timeline and Updates:

- Because of the variable nature of psychiatric disabilities, students registering for the first time must submit documentation from an assessment conducted no more than six months prior to the date of registration with ODS.
- Frequent updates may need to be provided depending on the nature of the academic adjustments requested.

- **Traumatic Brain Injury (TBI)**

  o **Clinical Summary**, which must include an assessment of the following:
    - How the disabling condition(s) may be accommodated
    - The substantial limitations to major life activities posed by the TBI and the extent to which these limitations impact the academic context for which accommodations are being requested
    - Any recommendation for an accommodation should be based on objective evidence of a substantial limitation to learning, supported by specific test results and clinical observations. Using test data to document the need, reports should establish the rationale for any accommodation that is recommended, using test data to document the need.

  o **Diagnostic Considerations**:
    - Cognitive abilities, which is to include processing speed and memory
    - 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)

  o **Evaluator**: A comprehensive evaluation report provided by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialist as appropriate)

  o **Medication**: Prescribed medication, dosages, and schedules and side effects which may influence the type of accommodations provided, should be addressed.

  o **Required Timeline and Updates**:
    - A current letter/report (post-rehabilitation and within one year), dated and signed
    - Frequent updates may need to be provided depending on the nature of the academic adjustments requested and the nature of the TBI.