



Special Programs and Services

Adult Education

- GED Preparation
- Academics Refreshment
- Workforce Credentialing
- English as a Second Language

The Adult Education Program gives adults age seventeen and older, who are not enrolled in school, the opportunity to prepare for the GED exam and/or strengthen skills in English, math, reading, writing, science, and social studies in order that he/she can attend college, obtain employment, or advance in current employment. Each learner is assessed and placed in a personally-prescribed study program.

As part of the workforce credentialing initiative in Alabama, the Adult Education Program aids in preparing adults for the WorkKeys assessment toward receiving a Career Readiness Certificate. This certificate documents skills levels obtained by the individual and aids in job application.

The Adult Education Program offers English as a Second Language instruction to foreign-born persons living in Northwest Alabama. Learners practice reading, writing, and speaking English needed to function in the United States. Learners are introduced to the English language through one-on-one and computer-assisted instruction. Learners are given information on steps to becoming a U.S. citizen, how to advance their education, and ways to improve their lives in Northwest Alabama.

Adult Education classes are available on both the Muscle Shoals and the Phil Campbell campuses and at various off-campus sites throughout the Northwest-Shoals Community College service district. Day and evening classes are offered, and an on-line option is also available for busy adults whose work schedules or other responsibilities do not allow them to attend classes. Classes are free of charge and all materials are provided. For information on current class locations and times, or other questions, please call the Adult Education Office at 331-5440.

GED Testing

The College offers General Educational Development (GED) testing on both campuses. The 7½ hour exam tests academic knowledge and skills in core areas required in a traditional high school curriculum. The five test areas include Language Arts, Writing; Social Studies; Science, Language Arts; Reading; and Mathematics. Instruction at no charge, through Adult Education classes is recommended prior to taking the GED exam. For information on test dates and fees, phone 331-5443 (Muscle Shoals Campus) or 331-6297 (Phil Campbell Campus).

Educational Talent Search

The Educational Talent Search Program is funded through the U.S. Department of Education, sponsored by the College and located on both campuses. The program is designed to assist eligible participants to enter, continue in and graduate from high school and to enroll in a program of postsecondary education or training. The program works with students in grades 6 through 12 (ages 11 through 27) as well as dropouts and stopouts in Colbert, Franklin, Lauderdale, Lawrence, and Winston Counties in Alabama and Lawrence and Wayne Counties in Tennessee. In this program, trained counselors/advisors seek out qualified individuals who need help. Through counseling and advising, they motivate participants to continue their education. They assist students in making career choices, selecting a college, deciding on proper courses of study and obtaining financial aid. The academic component focuses on cultural enrichment and supplemental support to assist students in subject areas in which they may experience the most difficulty.

For more information, please contact the Tuscumbia Project Director at 331-5348, the Tennessee Valley Project Director at 331-5327, or the Phil Campbell Project Director at 331-6238.

Out-Of-School Youth Success Program

The Out-of-School Youth Success Program provides opportunities for economically disadvantaged youth to enhance their quality of life through continuing education and career development. The program is designed for out-of school youth ages 16-21, located in Colbert, Franklin, Lauderdale, Lawrence, Marion, and Winston counties.

The program is perfect for students who have not been able to successfully complete their education, and find themselves unprepared once they leave or complete school, or need occupational training to obtain employment.

Youth Success Coordinators for each county can provide assistance in developing:

- Basic skills and occupational skills training
- Assistance with transition to adult basic education or college
- Free GED assistance and tutoring
- Tuition for up to 12 credit hours for two semesters plus books and supplies
- Tuition assistance for qualifying participants
- Workforce readiness training
- Assist with job placement and internships.

To participate, qualifying youth may contact the Youth Success Coordinator for their county or the College directly to be referred to the Youth Success Program (331-5356).

The College administers this program through a Workforce Investment Act grant from ADECA.

Services for Persons with Disabilities

The College has the following physical facilities for disabled students:

1. All parking lots have designated parking areas equipped with wheelchair ramps and guard rails.
2. Restrooms are equipped with holding rails and stalls large enough to accommodate wheelchairs.
3. All buildings have elevated entrances to accommodate wheelchairs.
4. Drinking fountains and lavatories are designed to accommodate wheelchair persons.
5. The residence hall facility has rooms designated to accommodate the physically challenged.

All programs and facilities are available for qualified disabled applicants. Career guidance is available to assist disabled applicants in selecting a program in which they can be reasonably sure of success. Counselors and academic advisors will assist applicants in selecting an appropriate program of study. If needed, appropriate accommodations are available for disabled students through the ADA office.

Students who believe that special instructional accommodations should be made for them due to a disability should obtain an Accommodations Request Form from the ADA Coordinator, 331-5321. Information regarding special accommodations is also included in each course syllabus. It is the student's responsibility to request accommodations. Documentation of need for accommodation may be required. The College will make every effort to provide reasonable accommodations.

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 Community College 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 Community College System institutions do NOT provide disability documentation for students. It is the student's responsibility to request accommodations and to provide appropriate documentation to the College office responsible for handling the request. 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, ophthalmologist, or other specialist as appropriate, to include the following:

1. clearly stated diagnosis;
2. defined levels of functioning and any limitations;
3. current treatment and medication; and
4. current letter/report dated and signed.

Psychological Disorder

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor), to include the following:

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; and
5. current letter/report 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);
3. defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.);
4. current treatment and medication; and
5. current letter/report, post-rehabilitation, 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 of documenting the impact of the learning disability;
3. alternative explanations and diagnoses are dismissed;
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 on DSM-IV criteria;
6. defined levels of functioning and any limitations, supported by evaluation data; and
7. current report 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) WAISR; (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, support by evaluation data; and
7. current report dated and signed.

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

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 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 Northwest-Shoals Community College 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 and faculty:

- screening of disability documentation;
- determination of appropriate accommodations;
- communication with faculty and/or staff regarding student needs; and
- 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;
- enlarged print/graphics;
- textbooks on tape;
- handouts of overhead materials;
- removal of structural barriers;
- class note taker;
- use of spell check;
- extra time for assignments; or
- alternative evaluation methods.

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.

Workforce Investment Act (WIA)

This program is designed to help persons vocationally displaced who are economically disadvantaged.

Alabama's Career Center Systems was developed to address the WIA principle requiring a One-Stop system of delivering services to customers. This system was designed to offer a variety of services to customers through coordinated efforts of several agencies including the Alabama Department of Economic and Community Affairs (ADECA), the Alabama Department of Industrial Relations (DIR), the Alabama Department of Rehabilitation Services (DRS), the Alabama Department of Education/Adult Education, the Alabama Department of Human Resources (DHR), the Alabama Department of Senior Services, the Alabama Department of Postsecondary Education, and Housing and Urban Development (HUD) Employment and Training Activities. Linkages and partnerships among agencies result in a cost-efficient, seamless environment for those customers who desire services.

Customers, as defined in WIA, are job seekers and employers. Job seekers receive services such as training, education, and other employment-related services depending upon their individual need. Employers have a single point of contact to provide information about current and future skills needed by their workers and to list job openings. One of the benefits to employers that this system offers is helping them find ready skilled workers who meet their needs.

For further information, please contact the North Alabama Skills Center at 381-0611 (Shoals area) or 332-7672 (Russellville area).

Upward Bound Program

The Upward Bound Program is funded through the U.S. Department of Education and sponsored by the College, both Phil Campbell Campus and Shoals Campus. The program serves high school students of Colbert, Franklin, Lauderdale, and Winston Counties.

The purpose of this program is to generate in its participants additional academic and motivational skills necessary for success in secondary and postsecondary education. Program participants are selected from area high schools based on criteria mandated by the U.S. Department of Education.

The Upward Bound Program consists of an academic component and a summer component. The academic component focuses on cultural enrichment and supplemental support to assist the students in subject areas in which they may experience the most difficulty (tutoring sessions). The summer component consists of a six-week residential program which focuses on exposing program participants to college life, and obtaining some college credit.

For further information, please contact the Phil Campbell Campus at 331-6277 or the Shoals Campus at 331-5357.