



Handbook

for

Students with Disabilities

Updated July 2023

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Confidentiality

The Office of Counseling and Career Development is responsible for maintaining confidentiality of student records and will not release any medical or psychological records, including psychological educational evaluations and other related information outside of education records, without the student's informed and written consent.

Forms that are generated for the purpose of providing accommodations for the student will be part of the student's educational records and, therefore, will be subject to the guidelines of the Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student").

The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

The student is free to disclose the nature of his/her disability to anyone he/she wishes.



Post Office Box 118067 □ Charleston, South Carolina □ 29423-8067

Welcome to Trident Technical College! We are very pleased you have decided to continue your education here at TTC (Trident Technical College). The *Handbook for Students with Disabilities* contains information about the resources that are available to you as you pursue your educational goals. Please read it carefully. You will find it very helpful.

The TTC faculty and staff are committed to your success. The counselors are your advocates, and work to support your academic success. They will help you clarify your career goals, select your program of study, plan your curriculum, and register for services. They also communicate your accommodations needs to the faculty.

We hope you enjoy your experience here at TTC!

Sincerely,

A handwritten signature in cursive script that reads "Patrice B. Davis".

Patrice B. Davis, Ed.D.

Vice President for Student Services



Post Office Box 118067 □ Charleston, South Carolina □ 29423-8067

Dear Student:

We would like to take this opportunity to introduce you to the many helpful resources that the college offers for students with disabilities.

As you read your handbook, you will see the term “reasonable accommodation.” To provide reasonable accommodation, we must have received documentation of your disability. Establishing accommodations is done on a case- by- case basis to address individual needs. You will find procedures for receiving this assistance in your handbook.

This handbook is designed to familiarize you with legislation, procedures and services that may benefit you as a student with a disability. After reading it, if you have further questions, please contact our office at 843.574.6131 or come by Counseling, Career Development and Disabilities Services in room 210, Building 410. We are looking forward to working with you and wish you luck in your academic career!

Sincerely,

A handwritten signature in black ink that reads "Frank Morea" with a long horizontal line extending to the right.

Frank Morea, M.A.
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Program Definitions and Staff

Services for Students with Disabilities (SSD) is part of Counseling and Career Development Services. SSD assists any student with a documented disability beginning with admission and continuing through college. Services offered to students with disabilities may include assistance during the admission process, such as adapting testing requirements, and can extend to assistance in obtaining reasonable accommodations for instructional activities as well as academic, career, and personal counseling. SSD also serves as a resource for faculty and staff needing assistance working with students with disabilities.

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Rehabilitation Act of 1973 and the Americans with Disabilities Act Impact on Postsecondary Education

Two laws that are important to postsecondary students with disabilities are the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Section 504 of the Rehabilitation Act prohibits discrimination based on a disability by any program or activity offered by an institution receiving federal funds. Subpart E of the Rehabilitation Act requires an institution to be prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to non-disabled students. The ADA expanded and reinforced the Rehabilitation Act, making it illegal to bar admission of students with disabilities to programs or activities based on disability.

In 2008, the Americans with Disabilities Act Amendments Act (ADAAA) amended the American with Disabilities Act of 1990 (ADA) to expand the interpretation of the meaning of disability under Section 504 of the Rehabilitation Act of 1973, but the basic definition of disability did not change as a result of the amendment. The major effect of the ADAAA was to broaden the list of impairments recognized under section 504 and the ADA.

Definitions under the Rehabilitation Act, 1973, amended 1990, and the Americans with Disabilities Act, 1990 (ADA) and Amendments Act of 2008 (ADAAA):

Disability – A “person with a disability” is someone with a physical or mental impairment that substantially limits one or more major life activities; someone who has a record of an impairment; or someone who is regarded as having an impairment.

Reasonable Accommodation – A reasonable modification or academic adjustment and/or auxiliary aid or service that allows equal participation in the activity by a person who has a disability.

Otherwise Qualified – A student who has a disability must be able to perform the essential or fundamental aspects of the course or program with or without reasonable accommodations.

Documentation – A letter or medical record from a professional (doctor/psychiatrist/ psychologist) stating the student’s disabilities and the functional limitations of the disability. This information must be submitted to a counselor before providing accommodation.

Standard of Access

The standard for access to programs and services under the ADA for public institutions is that all programs must be readily accessible to, and useable by qualified persons with disabilities. In addition, qualified students with disabilities must be provided with equal services in a setting that is as integrated as possible.

The determination of what is an equal and integrated setting will be made on a case-by-case basis. What is appropriate for one person with a specific impairment may not be useful or appropriate for another person with the same impairment.

Both Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act, as amended (ADAAA), envision a meaningful and informed process of determining reasonable accommodations through the utilization of an interactive and collaborative exchange between the College and the student.

Self-Identification of Disabilities

To be eligible for appropriate accommodations, students must identify themselves to the College and provide documentation of a disability. A student may register with the Services for Students with Disabilities Office on a voluntary, confidential basis at any time. However, the College is not responsible for providing any accommodations for students with a disability who have not registered and requested accommodations.

Individual Education Programs (IEPs) and previous 504 plans may be provided as a source of useful information but are not sufficient documentation in our personal records for future use.

If you sent your 504 plan or your IEP (Individualized Educational Plan) to the Admissions Office, you are not automatically registered with the Services for Students with Disabilities Office. It is important that you meet with a counselor and work through the intake process before you are eligible for reasonable accommodations.

With respect to disability, each student must be able to explain their functional limitations (how their disability affects them or limits the ways in which tasks are performed). The limitations of the disability, not the disability itself, are the reason accommodations are recommended and provided. Students must understand how those limitations can be effectively accommodated to allow equal educational opportunity in the classroom.

Determination of Reasonable Accommodations

The Services for Students with Disabilities (SSD) Office, with requisite training and expertise in the area of disability services, not faculty, is responsible for determining whether an accommodation is approved or denied. For approved accommodations, the SSD Office is responsible for determining under what circumstances an accommodation is warranted, on an individualized basis after engaging in an interactive process with the student and fully considering the following factors:

- a) The student's specific disability(ies) and its impact;
- b) The student's request for a particular accommodation or stated disability-related need;
- c) Any unique characteristics of his/her course of study and classes.

Denial of Request(s) for Accommodations

Reasonable accommodations are designed to provide equal access to programs and services for qualified individuals with disabilities. Accommodations are reasonable when they do not fundamentally alter the nature of an academic program, service or activity offered by the college. Section 504 and Title II do not require a College to modify academic requirements essential to the academic instruction pursued by the student or to any related licensing requirement.

If the College determines that the academic requirement is educationally justifiable, i.e., essential to the educational purpose or objective of a program or class, and that the requested accommodation would fundamentally alter the nature of the course program, service, or activity offered by the college, the accommodation would constitute a substantial modification that would be denied.

In making a determination regarding essential program requirements, and the denial of a requested accommodation, the College must be able to show, and provide written documentation of the following factors:

- a. How the decision regarding the essential requirement was made by a group of people, including disability counselors, faculty, and staff who are trained, knowledgeable and experienced in the area;
- b. How the decision was made through a careful, thoughtful, and rational review of the academic program and its requirements; and
- c. How the decision-makers considered a series of alternatives for the essential requirements, as well as whether the essential requirements in question can be modified for a specific student with a disability.

Denial of Request(s) for Accommodations cont.

Further, a requested accommodation must not represent an undue financial or administrative burden upon the College. If it is determined that the requested accommodation would be unduly costly, extensive, substantial, or disruptive to a college's programs or activities, the College will deny the requested accommodation. However, the College must consider reasonable alternatives to the requested accommodation that will be suitable for the specific student with a disability.

The reason(s) for the denial of an accommodation must be clearly communicated to the student so that the student has a reasonable opportunity to respond and provide additional documentation that would address the College's objections.

If the College determines that the accommodation request is still unreasonable, after submission of additional documentation in support of the request for an accommodation, the student shall have the right to utilize the College's Students with Disability Mediation Process and/or the College's Discrimination Complaint Procedures to resolve the issue.

Academic Standards Not Affected

The ADA does not require that colleges or universities lower academic standards or fundamentally alter the nature of the programs provided. As such, students with disabilities must perform at satisfactory levels in their academic program in college.

If a student with a disability does not request reasonable accommodations or receives reasonable accommodations but still performs poorly in a course, he/she must live with the consequences of unsatisfactory academic performance.

What is Meant by Otherwise Qualified?

A student who has a disability must be able to perform the essential or fundamental aspects of the course or program with or without reasonable accommodations. This extends to admission standards and can include providing high school transcripts or proof of a GED, college entrance exam scores (ACT or SAT) or placement test scores.

Types of Disabilities

Types of disabilities include physical and mental impairments that may affect an individual in one or more major life activities.

Physical Disabilities - Mobility refers to different people with varying types of physical disabilities. It is often related to individuals with upper limb mobility, manual dexterity, and coordination problems. Mobility impairment is one of the disability types that affect movement ranging from gross motor skills like walking, to fine motor movement involving manipulation of objects by hand.

Learning Disabilities - Various conditions that interfere with an individual's ability to learn and to result in impaired functioning in language, reasoning, or academic skills and that are thought to be caused by difficulties in processing and integrating information.

Attention Deficit/ Hyperactivity Disorder (ADHD) - A syndrome of disordered learning and disruptive behavior that is not caused by any serious underlying physical or mental disorder and that has several subtypes characterized primarily by symptoms of inattentiveness or primarily by symptoms of hyperactivity and impulsive behavior (speaking out of turn) or by the significant expression of all three —abbreviation ADD.

Deafness and Hearing Impaired - Mild to severe impairments in processing linguistic information through hearing. Some deaf people use sign language to communicate.

Blindness, Low Vision, and Vision Impaired - Mild to severe vision impairments due to injury, illness, or congenital conditions.

Psychological Disabilities - Affective disorders are disorders of mood or feeling (short or long term) and personality disorders are long term patterns of thoughts and behaviors that cause serious problems with relationships and work. People with personality disorders have difficulty dealing with everyday stress and problems.

Types of Accommodations

Reasonable accommodations are modifications or adjustments to any activity to allow equal participation in the activity by a person who has a disability.

Some examples of reasonable accommodations for classroom activities are:

- Accessible Computers and Software
- Accessible Tables and Chairs Large
- Reader/Scribe Services
- Sign Language Interpreters
- Recording Devices
- Test-Taking Accommodations
- Text Telephone Devices (TTD) for Hearing Impaired Persons

Service Animals

The South Carolina Technical College System is committed to providing equal access to employment and educational opportunities for persons with disabilities. In keeping with these commitments, service animals are permitted on college property for persons with disabilities in accordance with relevant state and federal laws and the requirements of this procedure.

I. Purpose

Service animals are allowed to accompany their handlers at all times and in all facilities and programs on campus, except in areas where specifically prohibited due to health, environmental or safety hazards (e.g., laboratories, mechanical rooms, machine shops, custodial closets, and areas where there is a danger to the animal.) The College may not permit service animals when the animal poses a substantial and/or direct threat to health or safety or when the presence of the animal constitutes a fundamental alteration to the nature of the program or service. The College will make those determinations on a case-by-case basis in alignment with current state and federal laws.

II. Definitions

When used in this document, unless the content requires other meaning,

- A. “Service Animal” means any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability, and meets the definition of “service animal” under Title III of the Americans with Disabilities Act (“ADA”), regulations at 28 CFR 36.104. Within Title II of the ADA is a provision allowing miniature horses as services animals provided they meet specific assessment factors outlined in 28 CFR 35.136(i)(2). The work or tasks performed by a service animal must be directly related to the individual’s disability.
- B. “Handler” means the individual with a disability, as defined under federal and state law, who uses a service animal to perform a work or task directly related to the individual’s disability. A handler may also be a personal care attendant who handles the animal for a person with a disability.
- C. “Emotional Support Animals” (ESA) means any animal providing emotional support, well-being, or comfort that eases one or more identified symptoms or effects of a documented disability. Emotional support animals may also be referred to as comfort or therapy animals. Emotional support animals are not individually trained to perform specific work or tasks. Pets (as defined below) are not considered ESA.
- D. “Pet” means any animal kept for ordinary use and companionship that does not meet the definition of an ESA.

III. Handler’s Responsibilities

A. Registering A Service Animal

- 1.) While registering a service animal is not mandatory, students who wish to bring

a service animal to campus are encouraged to contact the Office for Students with Disabilities at their College, especially if academic accommodations are required.

B. Service Animal Control & Behavior Requirements

1.) Handlers are expected to maintain control of service animals. If a service animal exhibits unacceptable behavior, the handler may be required to employ appropriate training techniques to correct the situation. Failure to maintain control of the service animal at all times may be grounds for immediate removal of the service animal from campus.

- a. Service animals can be controlled through the use of leashes, harnesses, or tethers unless those devices interfere with the service animals' ability to perform tasks or unless the handler has a disability that prevents him/her from using such a device.
- b. The service animal should respond to voice or hand commands at all times and be in full control of the handler.
- c. To the extent possible, the service animal should be unobtrusive to other individuals and the learning, living, and working environment.

2.) To the extent possible, the handler should ensure that the service animal does not,

- a. Display any behaviors or noises that are disruptive to others unless part of the service being provided to the handler.
- b. Block an aisle or passageway to fire egress.

C. Vaccinations

1.) Service animals should be vaccinated in accordance with state and local laws

- a. Colleges may require proof that a service animal has any vaccinations required by state or local laws that apply to all animals.

D. Waste Cleanup

1.) Cleaning up after the service animal is the sole responsibility of the handler. In the event the handler is not physically able to do so, he/she must hire someone to perform this task. The following are guidelines for animal waste cleanup:

- a. The handler is required to take the animal to an appropriate area on campus (if applicable) for relief.
- b. The handler should carry equipment sufficient to clean up the animal's feces or urine whenever the animal is on campus.
- c. Properly dispose of waste and/or litter in appropriate containers.

E. Costs Associated with Service Animal

1.) Handlers are responsible for any costs, damage or injuries caused by their animals and must take appropriate precautions to prevent property damage or injury.

- a. Costs associated with any damage to the campus facilities or properties

- resulting from the animal's behavior are the sole responsibility of their handlers.
- b. The cost of care, along with maintaining the well-being of the service animal, are the sole responsibility of the handler at all times.
 - c. Any cost incurred for assistance with waste cleanup is the sole responsibility of the handler.

IV. Student Rights

- A. When it is not obvious what service an animal provides, only limited inquiries are allowed. Employees may ask two questions: (1) is the service animal required because of a disability, and (2) what work or task the service animal has been trained to perform. Employees cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the service animal, or ask that the service animal demonstrate its ability to perform the work or task.
- B. Allergies and fear of service animals are not valid reasons for denying access or refusing service to people using service animals. Each request for service animal use should be considered individually recognizing that documented student academic accommodations take precedence in determining any adjustments to access.
- C. People with disabilities who use service animals cannot be isolated from other students, treated less favorably than other students, or charged fees that are not charged to other students without animals.
- D. A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the service animal is out of control and the handler does not take effective action to control it or (2) the service animal is not housebroken. When an animal is removed pursuant to this procedure, the college will work with the handler to suggest reasonable alternative opportunities to participate in college services, programs, or activities without the animal's presence.

V. Removal of Service Animals

The following list identifies violations for which service animals may be subject to removal. The list is not all inclusive, but it reflects the categories of inappropriate behavior and provides examples of prohibited behaviors.

- A. Handlers will be asked to remove any animal if it is out of control and the handler does not take effective and immediate action to control it. If the out-of-control behavior happens repeatedly, the handler may be prohibited from bringing the animal into college facilities until the handler can demonstrate that significant steps have been taken to correct and control the behavior.
- B. A handler may be directed to remove an animal that is not housebroken.
- C. An animal that poses a direct threat to the health or safety of others that cannot be reduced or eliminated by reasonable modifications is not permitted on campus. A handler may be directed to remove an animal that the College determines to be a substantial and direct threat to the health and safety of individuals. This may occur as a result of a very ill animal, a substantial lack of cleanliness of the animal, or the presence of an animal in a sensitive area like a certain laboratory, health science facility,

food service program, or mechanical or industrial area.

VI. Emotional Support Animals

Emotional Support Animals that are not trained service animals are not allowed to accompany persons with disabilities on college campuses. Emotional support animals are not individually trained to perform specific work or tasks. Providing emotional support, well-being, or comfort does not constitute "work" or "tasks" for the purposes of the definition of "service animal." Therefore, an ESA is not a Service Animal under the ADA. Emotional support animals are permitted in College residential facilities according to college policies and the Fair Housing Act. A person with an emotional support animal should follow existing college policies when bringing an emotional support animal to those facilities.

VII. Grievance Procedures

Any student who is not satisfied with a decision made concerning a service animal or emotional support animal may file a written complaint using the SC Technical College System's Grievance procedures outlined in SCBTE 3-2-106.3 (<http://www.sctechsystem.edu/faculty-and-staff/policies-and-procedures/procedures/3-2-106.3.pdf>).

Disability Parking

If you have a disability placard, you may park in any of the designated handicap parking spaces. If you have a temporary disability and require such parking, you will need to schedule an appointment with a disability counselor and bring documentation of the temporary disabling condition with you to that appointment.

The professional who provides your documentation should indicate the time limit for you to access disability parking. If your documentation is appropriate, you will be issued a temporary parking sticker.

Faculty & Staff Training

The College will provide annual training to faculty and staff, who are responsible for receiving, considering, approving, and implementing requests for reasonable accommodations about their responsibilities to students with disabilities.

The training will provide information about the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended (ADAAA), and will emphasize that faculty and staff are responsible for providing reasonable accommodations for a student with a disability as designated in the Faculty Notification form issued by the College's Services for Students with Disabilities Office.

The training shall also provide a forum for questions from faculty and staff about the policy, procedures, and protocol relating to the determination and implementation of reasonable accommodations. Trainings shall be provided either in person or through video, online, or other formats.

Rights and Responsibilities of Students with Disabilities

A student with a disability has the:	
Responsibility to	Right to
<ul style="list-style-type: none"> • Identify himself or herself as needing reasonable accommodations. This should be done from the beginning of the student's studies at TTC. Disabilities must be supported by documentation from an appropriate professional. • Demonstrate or document how the disability affects him or her when requesting accommodations in class location, instructional methods, delivery system or evaluation method. • Actively participate in the search for solutions in accommodating their needs. This includes working with the institution to seek financial assistance from government agencies and private sources. • Adhere to college policies and procedures as outlined in the Student Handbook 	<ul style="list-style-type: none"> • An equal opportunity to participate in and benefit from programs offered at TTC. • Be evaluated based on ability, not disability. If the student's disability affects the outcome of an evaluation method, the student is entitled to an alternate evaluation method, if possible. • An equal opportunity to learn. If a classroom location, delivery system or instructional method affects the student's access, participation, or ability to benefit, reasonable accommodations must be made when possible. • Participate in the academic community, including access to services and extracurricular activities, at a level comparable to any other student. • Challenge or appeal the decision of the institution regarding accommodations via the Mediation Process or the College's Discrimination Complaint procedures. If the student decides to use the mediation process, they may provide additional documentation in support of their accommodation(s) request, which the SSD Office MUST consider. The SSD Office MUST also determine whether other reasonable alternatives to the requested accommodation(s) can be identified.

Adapted with permission from L. Scott Lissner, Longwood College, Farmville, VA.

Rights and Responsibilities of Trident Technical College in Providing Services to Students with Disabilities

Trident Technical College recognizes its responsibility to identify and maintain the standards (academic, admission scores, etc.) necessary to provide quality academic programs while ensuring the rights of students with disabilities.

Trident Technical College has the:	
Responsibility to	Right to
<ul style="list-style-type: none"> • Inform its applicants and students about the availability of accommodations. • Evaluate applicants based on their abilities. If an evaluation method or criterion has a negative effect on an applicant with a disability, the college must seek reasonable alternatives. • Ensure that all programs (not necessarily all physical facilities) are accessible. • Make reasonable accommodations in the delivery, instructional method, and evaluation system for a course when these have negative impact on a student with a documented disability. 	<ul style="list-style-type: none"> • Identify and establish the abilities, skills, knowledge, and essential requirements that are fundamental to the academic programs/courses and to evaluate each student's performance on this basis. Some program/course goals may not be subject to an accommodation. • Request and review documentation that supports requests for accommodation. Based on this review, Trident Technical College has the right to refuse an insufficiently supported request. • Select among equally effective methods of accommodating a student with a disability. • Refuse accommodation based on undue hardship for the college. • Refuse accommodation that endangers the health and safety of the student, or others.

Adapted with permission from L. Scott Lissner, Longwood College, Farmville, VA.

How to Make the College Aware of Your Disability

If this is your first appointment to request services, your first step will be an **intake meeting**. Appointments for intake can be made online, by phone or in person. Walk-Ins are welcome.

To meet with a counselor or make an appointment contact the Counseling and Career Development and Disabilities Services Office in person on the Thornley Campus in Building 410, Suite 210, or by phone at (843) 574-6131.

You can also schedule a meeting online by visiting the website at https://bit.ly/TTC_DISABILITY_SERVICES

1. Prepare for this meeting. You will need current documentation of your disability from appropriate professional sources in the form of medical records, psychological testing and/or school records.
2. Inform the counselor of your disability-related needs during this intake meeting. Be ready to describe any challenges you face due to your disability.
3. Tell the counselor if you want your instructors to be informed of your disability. If you want the counselor to inform your instructor, they can make specific accommodation recommendations to the instructors for your academic activities.

Note: Counseling records (including documentation of your disability) are kept separate from academic records and are confidential. There are rare exceptions to confidentiality. These exceptions include situations involving serious risk to your safety or to the safety of others; serious risk to property; communications concerning the abuse or neglect of minors or elders; and cases involving sexual harassment allegations at Trident Technical College.

Access to counseling records is limited to staff members who need access in performing their professional duties.

Documenting Your Disability

When reviewing documentation for the purpose of providing an accommodation, the counselor may use the following questions to determine whether the documentation is sufficient to support the requested adjustments:

Is the documentation current?

Yes – Generally, documentation dated within the last 2-3 years is considered current. If yes, go to the next question.

No - More documentation may be required, and discussion with the student may be desirable.

Does the documentation contain a current diagnosis or description of the condition?

Yes - If yes, go to the next question.

No – More documentation may be required, and discussion with the student may be desirable.

Was the documentation completed by an appropriately qualified professional?

Yes – Medical conditions must be documented by the treating medical physician, learning disabilities and/or other psychological conditions by a psychologist, and psychiatric and/or mental illnesses by a psychiatrist. If yes, go to the next question

No – More documentation may be required, and discussion with the student may be desirable.

Does the documentation indicate the severity and/or limitations of the conditions?

Yes – If yes, go to the next question

No – More documentation may be required, and discussion with the student may be desirable.

Documenting Your Disability cont.

Does the documentation indicate the current level of stability?

Yes – Depending on the nature of the disability and the limitations, stability of the symptoms may need to be considered when planning for appropriate accommodations. If yes, go to the next question

No – More documentation may be required, and discussion with the student may be desirable.

Is the request for accommodations reasonable?

Yes – Is the request based on limitations as they present themselves in an academic environment? Is it a reasonable adjustment to make in the academic setting?

No – More documentation may be required, and discussion with the student may be desirable.

Accommodations are provided using recommendations contained in the documentation as a guide. Accommodations are reviewed with the student as the need arises to ensure that they are effective and that the need for them continues.

Should a change in the accommodations be requested, further documentation may be required to support the request.

Faculty Notification Process

When you meet with an SSD counselor, you decide if you want to request reasonable accommodations and if you want the faculty notified of your specific disability. The following is the process used for determining reasonable accommodations and notifying you and the faculty about those accommodations.

Student contacts Services for Students with Disabilities (SSD) Office either in person, by phone or email.

Student can upload the documentation to Etrieve from the Counseling webpage or drop off at the SSD Office. (**Appendix A**)

Review of documentation by SSD Counselor(s), consultation with other SSD staff and/or consultation with person writing the documentation, if necessary.

Student meets with an SSD Counselor, either in person, by phone, or virtually for an Intake. Interview for services is completed and release of information signed.

SSD Counselor(s) and staff determine reasonable accommodations. (**Appendix B**)

SSD Counselor sends Faculty Notification form by email to faculty, department head, dean, and student as soon as accommodations are approved, and the student is registered for courses. It is the student's responsibility to introduce himself/herself to faculty on the first day of class. (**Appendix C**)

If faculty has questions or concerns about a particular accommodation, or the accommodations falls outside of the list of approved accommodations, SSD and faculty will follow the protocol on page 21.

Contact:

Services for Students with Disabilities
Building 410, Room 210
Thornley Campus
843.574.6131

Protocol for Determining Non-Modifiable Accommodations

SSD, along with Academic Departments, keeps a list of common accommodations. These will be updated annually.

When SSD requests accommodations not on the list, the appropriate Academic Dean and Department Head are notified.

If the Academic Dean and Department Head determine the accommodation request does not compromise any essential functions of the course, they will notify SSD office in writing.

If the Academic Dean and/or Department Head believe that the requested accommodations compromise essential requirements of the course, then:

- The Dean and Department Head will document how the requested accommodation compromises essential functions.
- A team of decision makers (Dean, Department Head, representative(s) from SSD, and representative from the office of the Vice President of Academic Affairs) will convene.
- The team decides, based on a careful, thoughtful, and rational review of the program and its essential requirements, whether the requested accommodations do or do not compromise the essential requirements of the course.
- If the original request is deemed to compromise essential requirements of the course, the team will consider a series of alternative accommodations.
- If no alternative accommodations can be made, the team will consider whether the essential requirement(s) in question can be modified for a specific student with a disability. Once the team determines any modifications to be made, they will notify the SSD office in writing of the proposed accommodations.
- If the team determines that an accommodation should be denied, it shall clearly state the basis for denial, and will notify the SSD office.
- SSD will send official Faculty Notification Form to the Academic Dean, Department Head, and Faculty Member of accommodation.
- Once the Faculty Notification form is sent, SSD and faculty will provide all accommodations. Any amendments to the Faculty Notification Form shall be made by SSD.

Student Responsibilities in the Faculty Notification Process

You must contact your counselor each term to inform them that you are enrolled for that term and to discuss your courses and accommodations. This allows your counselor to help determine an appropriate course load and monitor your academic performance. Your accommodations may need to be revised or adjusted accordingly as you progress.

The Faculty Notification Letter will be sent to your instructors and a copy to your Trident Technical College e-mail address.

If accommodations for testing are approved by your counselor, inform the Testing Center of your test schedules. These are given to you in your course syllabi at the beginning of classes each term.

YOU ARE RESPONSIBLE FOR SCHEDULING TESTING DATES AND TIMES WITH TESTING CENTER. It may also be helpful to notify them in advance if special assistance (such as proctors, equipment, etc.) with an upcoming test is required.

Once the term is in progress, you may still request accommodations based on a documented disability. However, we cannot remedy any problems retroactively, and can only commit to proceeding as quickly as possible in implanting any reasonable accommodations for the remainder of the term. Please plan.

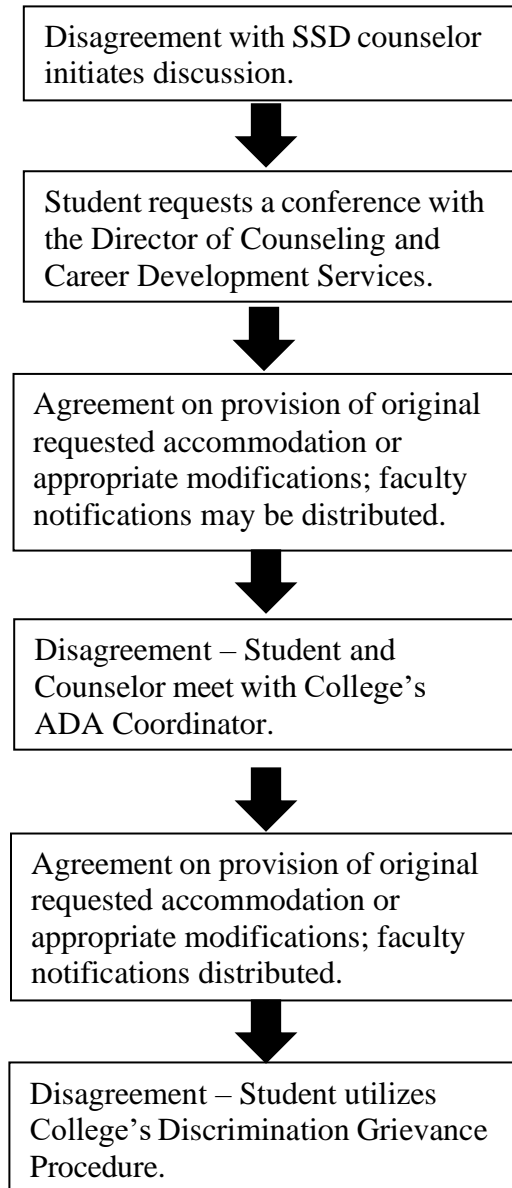
Working with Your Instructors

Instructors are key to helping you get the assistance you need in your classes. Some suggestions for working with instructors are as follows:

1. Meet with your instructors at the beginning of each term to discuss your needs.
2. Stay connected with your instructors throughout the term or semester to discuss problems, etc.
3. If you take your tests in the Testing Center, remind your instructor before the scheduled test to make the appropriate arrangements with the Testing Center.
4. Remember that many instructors do not get their teaching assignments until immediately before the first-class meeting, often because new sections are added to accommodate class growth. Please inform your SSD counselor if your instructor changes or if you drop or add a course.

Mediation Process for Students

There may be times when you disagree with your SSD counselor about the provision of accommodations, or the SSD office/counselor denies your accommodation(s) request. If this happens, you may choose to follow the mediation procedure illustrated in the chart below:



Equipment and Resources

The SSD office has a variety of assistive technology devices and software that can be made available for students with disabilities, depending on their needs.

- FM System
- Stethoscope w/headphones
- Interpreters when necessary and supported by documentation
- Magnification devices
- Large button calculators
- Larger screen computer monitor (for in person, technology-based courses)
- Assistance with textbooks in electronic format.

Some of these items may be checked out on a term-by-term basis. See your SSD counselor for more information.

Campus Resources

Visitors to Trident Technical College are eligible for services from the office of Services for Students with Disabilities and should contact us to identify their needs.

Public Safety and the SSD offices have phones for hearing impaired or deaf persons who need to call the college. The numbers are:

Public Safety: 843.574.6053

Services for Students with Disabilities 843.574.6131

Testing Services

Testing Services help students with disabilities who need alternative testing outside the classroom. Testing Services, working with SSD provides the following assistance:

- Minimally distracting environment
- Allowance for extended test time
- Proctors for exams
- Scribes for those with limited writing ability or blindness
- Accommodations for school-administered standardized tests
- (Compass, ASSET, PAX-RN, PAX-PN)
- Use of computers for tests

Using Testing Services

Students with disabilities who need to use Testing Services should follow these procedures:

1. At the beginning of each term discuss your testing needs with your instructor.
2. Prior to testing, make sure to check with the Testing Center to make sure all accommodations are confirmed.
3. On the day of the test, report to the Testing Center to take your test with the arranged accommodations.

Computer Services

Computer Services provides students on all three campuses with the computer facilities which enable them to learn skills required by their program of study. The facilities are reserved for academic use only.

A current student ID is required for software checkouts. Lab assistants are available to monitor the facilities, perform basic system checks, and assist with any hardware or software problems.

Public Safety

Public Safety strives to ensure the safety and security of all students at Trident Technical College. If you have a mobility impairment that may hinder your evacuation from a campus building in an emergency, you must discuss with Public Safety how to best handle such situations.

If you need special medical attention, we encourage you to contact Public Safety upon enrolling at Trident Technical College to discuss your needs. For example, if you have a history of seizures and there is specific medical information the officers need to know, please contact them. You may also wish to complete Public Safety's Medical Attention Form in Etrieve. This will alert them to any special concerns should you need emergency care.

On all campuses, please contact Public Safety at 843-574-6052.

The following is a list of some of the services Public Safety provides. For further information and explanation, see the Student Handbook.

- Escort service to your car
- Motorist assistance
- Emergency messages
- Emergency telephones
- First Aid
- Lost and found
- Severe weather announcements

Local and State Resources for People with Disabilities

Goodwill Industries

6603 Rivers Avenue

North Charleston, SC 29406

843.566.0072

Provides jobs, job training and develops job seeking skills for people with disabilities and others.

Trident Literacy Association

5416-6185 Rivers Ave

North Charleston, SC 29406

843.747.2223

Provides basic reading and math classes, basic computer, and GED classes, with satellite offices in Summerville, Goose Creek, Moncks Corner, and elsewhere.

Tel-A-Ride

3664 Leeds Avenue

www.ridecarta.com

North Charleston, SC 29406

843.747.0007

Provides point-to-point public transportation for persons with disabilities

South Carolina Vocational Rehabilitation Department Charleston County

4360 Dorchester Road

843.740.1600

Charleston, SC 29405

South Carolina Vocational Rehabilitation Department Berkeley and Dorchester County

2954 South Live Oak Drive

Corner of 17-A and Cypress Garden Road

843.761-6036

Moncks Corner, SC 29461

866.297.6808

Provides vocational assessment, counseling, assistance with training and job placement for persons with a physical or mental condition impeding employment.

Local and State Resources for People with Disabilities cont.

South Carolina Commission for the Blind

Garden View Office Park, Suite 109

1064 Gardner Rd STE 109

Charleston, SC 29407

Main Number: 843.852.4225

Provides vocational assessment, counseling, assistance with training and job placement for persons who have a significant vision impairment

Charleston County School District

75 Calhoun Street

Main Number: 843.937.6300

Charleston, SC 29401

Adult Education: 843.937.6500

Provides Charleston County residents with assistance toward attaining HS diploma or GED, as well as Career Program and Job Service for student in high school currently.

Berkeley County School District

P.O. Box 608

Moncks Corner, SC 29461

843.899.8600

Provides Berkeley County residents with assistance toward attaining HS Diploma or GED, as well as Career Programs and Job Services for students in high school currently.

Dorchester School District Two

102 GreenWave Blvd.

Summerville, SC 29483

843.873.2901

Provides Dorchester Two district residents with adult education assistance.

SC Works Trident

1930 Hanahan Road, Suite 200

North Charleston, SC 29406

843.574.1800

Multiple services centers with job training, job listings, GED classes and information included.

National Resources for People with Disabilities

Learning Disabilities Online – An online resource for individuals with learning and attention deficit hyperactivity disorder. Information is provided for children and adults from pre-school to college and employment. www.ldonline.org

Children and Adults with Attention Deficit Disorder (CHADD) – Nonprofit organization for children and adults with attention deficit disorder. The organization also publishes a monthly magazine. www.chadd.org

PEPNET – National and regional services for individuals who are deaf or hard of hearing. www.pepnet.org

Learning Ally (formerly Recordings for the Blind and Dyslexic) – Accessible materials such as textbooks in alternate formats for individuals with visual and learning disabilities. www.learningally.org/

National Federation for the Blind – Largest membership organization of blind people in the United States. The National Federation for the Blind provides programs, research, and advocacy. www.nfb.org

National Institute of Mental Health – An organization that is dedicated to understanding and treating mental illness. www.nimh.nih.gov

National Alliance on Mental Illness – An organization for individuals, friends, and families of people with severe mental illness. www.nami.org

Job Accommodation Network (JAN) – Provides free, expert, and confidential guidance on employment accommodations for people with disabilities. www.askjan.org

College-wide ADA Coordinator

DeVetta Williams-Hughes, Employee Relations Manager

The ADA coordinator's responsibilities include coordinating the college's ADA self-evaluation and follow-up assessments; serving as a resource person for ADA-related questions and concerns from employees, applicants, and visitors to the college; and working with support committee faculty, counseling staff, and the Development office to find sufficient resources to meet reasonable accommodation requests.

Student ADA Coordinator

Frank Morea, Director, Counseling and Career Development.

The Student ADA Coordinator oversees the mediation process in instances where a student disagrees with an SSD counselor about the provision of accommodations or where the SSD office/counselor denies an accommodation(s) request.

The Student ADA coordinator also serves as a resource person for ADA-related questions and concerns from students.

Comments and Suggestions

Thank you for reading this Handbook for Students with Disabilities. Its purpose is to serve as a resource for students.

We understand that we may not have answered all your questions or given you enough information.

We encourage you to inform us of additional information that would be helpful to be included in this handbook.

Contact:

Services for Students with Disabilities
Building 410, Room 210
Thornley Campus
843.574.6131

Or mail to:

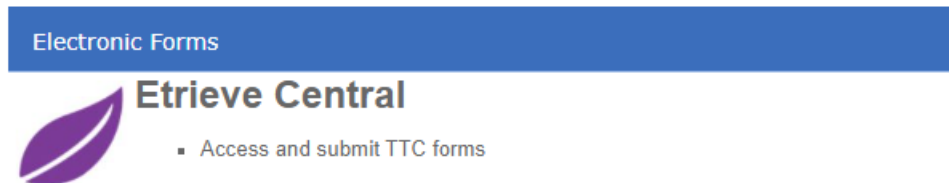
Frank Morea
Trident Technical College
P.O. Box 118067, CD-M
Charleston, SC 29423-8067

Trident Technical College is an equal opportunity institution and does not discriminate based on race, color, religion, national or ethnic origin, disability, gender or age in its admission policies, programs activities or employment practices.

Appendix A

Etrieve

Etrieve is a cloud-based software platform that Trident Technical College uses to handle documents and electronic forms. Students can access Etrieve by following the link (icon below) on the left-hand side of the TTC Portal, or directly by visiting <https://etcentral.tridenttech.edu>.



Appendix B

Accommodations Glossary

Note: This glossary does not include all possible accommodations. Each accommodation is approved on a case-by-case basis.

- **Consideration for breaks due to medical condition:**
 - For students with disabilities who may need to leave the classroom if problems due to their condition occur.
 - It is recommended that students who have issues during class email or contact their instructor as soon as possible after the incident occurs and then work with the instructor to make up any missed work, if applicable. Should this happen continuously, SSD recommends that the instructor talk with the student and SSD to determine appropriate action.
 - This accommodation should not compromise any critical course objectives or essential functions. Faculty should discuss with the student if this accommodation will be needed for this course.
- **Consideration for absences due to medical condition:**
 - For students whose disabilities require attendance consideration if problems due to their condition occur.

- If it is thought that attendance can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, there can be a point at which disability-related absences cannot be reasonably accommodated.
- If the maximum number of allowed absences is exceeded during the semester or module, the instructor should notify SSD to discuss an appropriate course of action. SSD should be informed as soon as possible so SSD staff can work with the instructor and student to come to a reasonable solution.
- **Captions for Video/Media:**
 - Instructors: If media is not captioned, contact SSD for guidance.
 - All course materials that include an audio portion should be captioned. If captioning is not already integrated with the audio or video material, a transcript of the audio must be provided to the student before the media is used. Inaccessible materials cannot be assigned as a course requirement.
- **Extended time for assignments:**
 - Allows for flexibility in assignment deadlines if a student has a disability that may include random or cyclical acute episodes. The student should utilize the accommodation if they are experiencing limitations related to their documented disability
 - This accommodation is intended for use on an occasional basis and is not a “blanket” approval for assignments throughout the entire course.
 - Accommodations are not retroactive, excuse prior late assignments or mitigate consequences from failing to meet deadlines.
 - Missed assignments that occur prior to the instructor receiving the Faculty Notification are not covered under the accommodation process. SSD recommends that those missed assignments be handled in accordance with the course assignment policy.
 - Students are responsible, prior to the assignment’s due date, for communicating with the instructor through email, phone, or in person to discuss a request for an extension on an assignment, the extended deadline, and the specific plan for meeting the extended deadline.
 - Assignments cannot be submitted whenever desired. The accommodation is not intended to result in open ended deadlines, submission after discussion has posted, or makeup of overdue or missed work. It does not extend to timed activities such as tests, quizzes, lab practicals, or activities which require pre-scheduled class or group participation.
- **Formula Sheet:**
 - For students whose disability impacts their ability to retrieve formulas.
 - A formula sheet should contain pertinent formulas for the materials to be tested but is not limited to those formulas. Students are expected to recognize what equations are pertinent to the current course materials and understand the proper use of the information.

- It is the student's responsibility to inform faculty/staff of their intent to use their accommodation and arrange with the Testing Center, if applicable.
- Use of a formula sheet should not compromise any critical course objectives or essential functions. Faculty should discuss with the student if this accommodation will be needed for course tests.
- **Word Bank / Cue Sheet:**
 - For students who have difficulty retrieving precise words and/or names due to a disability.
 - Instructors should allow the student to use an appropriate and relevant list that contains terms and names needed for short answers, fill in the blank, and essay exams.
IMPORTANT: A word bank /cue sheet is not intended to include content that will be directly assessed, but rather, prompts such as keywords, or mnemonics to assist the student with recall.
 - The student must submit a draft word bank to the instructor for approval before the exam.
- **Personal Care Attendant (PCA):**
 - The student needs a Personal Care Attendant (PCA) who may be present in the classroom.
 - It is the student's responsibility to obtain a PCA and to communicate with instructors regarding the PCA's presence in the classroom.
 - As required, the PCA may assist with a student's personal care needs in the classroom but may not assist with academic needs. It is not the responsibility of the PCA to be an academic advocate.
 - The PCA is expected to allow the student to take responsibility for his/her own actions, refrain from speaking on the student's behalf, and discuss confidential information with others.
- **Preferential Seating:**
 - Preferential seating means a student is seated in a location most beneficial for his/her classroom learning, allowing them to see, hear, pay attention to, or participate in activities the same ways as their peers.
- **Sign Language Interpreter** (provided by SSD).
 - Once approved for accommodation for a sign language interpreter by SSD, the student is responsible for submitting an Interpreter/Request Form (<https://tridenttechcentral.etrivee.cloud/#/form/307>) for academic and other college activities.

- **Student may have seizures in class:**
 - Student is encouraged to complete the Special Medical Attention Form (<https://tridenttechcentral.etrive.cloud/#/form/308>). Seizure guidelines for the classroom can be viewed at (https://www.tridenttech.edu/student/help/counseling/st_seizure.htm).

- **Use of Testing Center:**
 - To provide access, when necessary or by request, to course examinations, tests, and quizzes for students whose documented disability affects their ability test.
 - A student who receives this accommodation can elect to take tests in person at a Testing Center location on any campus. Students should discuss their preferred testing location with their instructors.
 - Students are encouraged to make faculty aware of their intent to use their testing accommodations at the course's start. It is the student's responsibility to arrange with the Testing Center, if applicable.
 - The Testing Center is a distraction-reduced testing environment outside the classroom that limits auditory and visual interruptions. It allows for increased control of lighting, noise, or other environmental distractions that may impact student performance in a testing situation. The environment is not required to be a private or isolated setting and can include testing near or with other students. The location chosen must allow for students to start and finish their exams with limited interruptions. Tools that may help further reduce distractions for students may include noise cancelling headsets, ear plugs, study carrels, etc.
 - Use of the Testing Center should not compromise any critical course objectives or essential functions. Faculty should discuss with the student if this accommodation will be needed for this course's tests.

- **Quiet Room for Testing:**
 - To provide access to course examinations, tests, and quizzes in a private or isolated setting, typically in a Testing Center.
 - The Testing Center can provide a quiet room for testing and has locations across all campuses. Students may discuss their preferred testing location with their instructors.
 - Students are encouraged to make faculty aware of their intent to use their testing accommodations at the course's start. It is the student's responsibility to arrange with the Testing Center, if applicable.
 - A quiet room means that the student needs to be assessed in a separate, reasonably quiet, low stimulus, room on their own. The location chosen must allow students to start and finish assessments with little distraction or interruption. Tools that may help further reduce distractions for students may include noise cancelling headsets, ear plugs, or study carrels.

- A quiet room for testing purposes should not compromise any critical course objectives or essential functions. Faculty should discuss with the student if this accommodation will be needed for this course's tests.
- **Extended Time for Testing:**
 - Provided for any type of timed test, or activity, given to students, including exams and quizzes.
 - Extended time on testing is typically set at time and a half. For example, if a test is scheduled for 60 minutes, a student approved for 1.5x extended time will receive an accommodated test time of 90 minutes (about 1 and a half hours). Extended testing time does not apply to untimed tests or testing windows. The amount of extended time on tests will vary depending on the individual student's specific disability. Instructors should review each student's accommodation letter thoroughly.
 - The accommodation does apply to activities which require pre-scheduled in-class or group participation.
 - If the instructor cannot accommodate the extended time for testing in class, the student may test at a Testing Center location. In the event testing at a Testing Center location is not feasible, an alternative location, on or off campus, may be utilized which allows for minimum distraction and disruption. Faculty should work with the student to establish an alternative location and ensure that test standards and integrity are maintained.
 - **IMPORTANT:** Instructors should not determine, nor adjust, the amount of extended time. Instructors should hold to the time identified in the student's accommodation letter. If the instructor believes the amount of time should be adjusted, please contact SSD for discussion.
 - Extended testing time does not apply to untimed tests.
- **Use of a Calculator:**
 - For students whose disability impacts their ability to perform math calculations.
 - Only non-scientific, four-function calculators are allowed. Four-function calculators with the square root function are acceptable.
 - Calculators that make noise must have the sound feature turned off. Calculators built into cellular phones, other electronic communication devices, or with built-in CAS (Computer Algebra Systems) are not considered acceptable under this accommodation.
 - Use of a calculator should not compromise any critical course objectives or essential functions.
- **Use of a Computer/Laptop:**
 - For In-class work, allows a student to use their personal laptop or computer to record lectures, take notes, or type answers to written exams or in-class writing assignments. Using a computer allows a student the opportunity to provide legible and organized responses.

- This accommodation will allow students to access a dictionary or spell check options during exams, but only when doing so does not compromise critical course objectives or essential functions.
- **Scribe:**
 - For students with an approved accommodation, a scribe is assigned to assist with writing or otherwise marking responses during tests for students who have limited fine motor ability and/or a vision disability. A scribe may write responses to essay questions or "show work" for math tests but only as verbally directed by the student who is testing. A scribe may also fill in Scantron responses as verbally directed by the student who is testing.
 - A scribe is not allowed to independently edit, embellish, or otherwise correct a student's verbal responses to test questions or prompts.
 - It is the student's responsibility to inform faculty/staff of their intent to use their accommodation and arrange with the Testing Center, if applicable.
- **Use of a Recording Device:**
 - Allows for audio-recording of class lectures, exclusively for their personal study.
 - Recorded lectures may not be shared with others or used against the faculty member, other lecturers, or students whose classroom comments are recorded as a part of the class activity.
 - A student may use their smartphone to record lectures.
 - Not complying with these procedures may result in a Student Code of Conduct violation.
- **Instructor Notes / PowerPoints:**
 - If/when/as available, an instructor should provide their lecture notes or multimedia presentation materials to a student before the lecture. This allows the student to concentrate on the information given and participate in discussions. For some students, it is helpful to refer to these notes during lecture.
 - Students with various disabilities may not be able to write notes from the board or the screen. This accommodation allows the student to use their smartphone to take photos of the board in an unobtrusive manner, i.e., with the sound turned off and taking the photos from their seat. The student can use this accommodation during a class lecture but not during a testing situation.

Appendix C

Sample Faculty Notification Letter

Services for Students with Disabilities Faculty Notification Letter

Student Name:

Student ID#:

Course:

Term/Year:

Per the above student's request, Services for Students with Disabilities (SSD) is providing this letter of verification for the purpose of validating the student's disability-related accommodations at Trident Technical College. The student has a professionally documented disability and is currently registered with our office.

In accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, Section 504, the following are "reasonable accommodations" for instructional activities:

- ;

Additional detail regarding accommodations can be viewed by following this link:

https://www.tridenttech.edu/student/help/st_disabglos.htm

Faculty and SSD staff are responsible for the implementation of accommodations that are within their respective control for a student with a disability as designated in this Faculty Notification Letter. Faculty must communicate with the SSD Office, rather than the student with a disability, regarding any questions or concerns about an accommodation.

This information is CONFIDENTIAL. It is important to refrain from making direct reference to this letter or to your knowledge of the student's disability in class.

Note for Instructors: Please retain this email notification for your records.

Please feel free to contact SSD in Building 410, Room 210, or at extension 6131 if you have any questions.

Thank you for your cooperation.

Frank Morea, M.A.

Director of Counseling, Career Development, and Services for Students with Disabilities

Trident Technical College

7000 Rivers Ave.

N. Charleston, SC 29423

Tel. 843.574.6131

Fax 843.574.6812

Frank.Morea@tridenttech.edu

Confidentiality Notice:

This message is intended exclusively for the individual or entity to which it is addressed. This communication may contain information that is proprietary, privileged, confidential or otherwise legally exempt from disclosure. If you are not the addressee named, you are not authorized to read, print, retain, copy or disseminate this message or any part of it. If you have received this message in error, please notify the sender immediately either by phone or reply to this e-mail and delete all copies of this message.