



TRIDENT TECHNICAL COLLEGE

STUDENT
SERVICES | Counseling

*Handbook
for
Students with
Disabilities*

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



TRIDENT TECHNICAL COLLEGE

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

Welcome to Trident Technical College! We are very happy to have you here. The Disability Services staff developed the *Handbook for Students with Disabilities* to provide information that will help you achieve your educational goals. Please read it carefully. We think you will find it helpful.

The TTC faculty and staff are committed to working with you as you clarify your career goals, select your program of study, plan your curriculum, and attend classes. Our counselors and the rest of the Student Services staff are here to work with you in any way we can to help you achieve your educational goals. Please don't hesitate to let us know if you have special needs or if we can be of assistance.

Best wishes as you embark on an exciting and rewarding educational adventure.

Sincerely,

Elise Davis-McFarland, PhD

ASHA Fellow

Vice President for Student Services



Dear Student:

Welcome to Trident Technical College! We are pleased that you have chosen to pursue your educational goals here at TTC. 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 through your handbook, you will see the term “reasonable accommodation.” To provide a reasonable accommodation, we must have received documentation of your disability. Establishing accommodation 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 through it, should you have any further questions, please feel free to call one of us at 843.574.6131 or come by Counseling and Career Development Services in Building 410, Room 210. We are looking forward to working with you, and wish you luck in your academic career!

Sincerely,

A handwritten signature in cursive script that reads "James R. Orgel".

James R. Orgel, Ed.M., CRC
Primary Counselor - Students with Disabilities
Counseling and Career Development Services
Tel 843.574.6362 TTY 843.574.6351
Fax 843.574.6812
jim.orgel@tridenttech.edu

Program Definitions and Staff

Services for Students with Disabilities (SSD) is part of Counseling and Career Development. 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.

SSD Staff Working with Students with Disabilities

JIM ORGEL, Ed. M., CRC

Primary Counselor, Counselor for Students with Disabilities
Building 410, Room 210
Phone: 843.574.6362

PAM MIDDLETON, M.A.

Director
Counseling and Career Development Services
and Students with Disabilities
Building 410, Room 210
Phone: 843.574.6131

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 on the basis of 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 modification or adjustment to any activity to allow 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 records 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 prior to the provision of any 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 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.

Further Clarification on Reasonable 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 a program or service and do not represent an undue financial or administrative burden. Accommodations will not be offered that would substantially modify the educational standards, operation and/or mission of the College. An accommodation that would be unduly costly, extensive, substantial or disruptive or that would fundamentally alter the nature of the course program, service or activity offered by the college would constitute a substantial modification. Students with disabilities must perform at satisfactory levels in their academic program in college. If they do not request reasonable accommodations and perform poorly without them, their civil rights have not been violated. The student must then live with the consequences of unsatisfactory academic performance.

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, reasonable accommodation does not negate the requirement for successful completion of courses and programs, adherence to generally acceptable standards of behavior and the College's Code of Conduct. The College is not required to offer or provide an accommodation if, taking into account the disabled student's qualifications, along with the requested accommodation, the student is not otherwise qualified to meet the academic and technical standards requisite for admission or participation in an educational program or activity.

What is Meant by Otherwise Qualified?

When students apply to a college or university, they are required to demonstrate that they meet the admissions standards for an institution. Admission standards can include providing high school transcripts or proof of a GED, college entrance exam scores (ACT or SAT) or placement test scores. Students who apply to a college or university must demonstrate that they meet the institution's admissions standards.



Self-Identification of Disabilities

In order to be eligible for appropriate accommodations, students must identify themselves to the College and provide documentation of a disability. A student may register with disability services 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. Keep in mind that if you sent your 504 plan or your IEP to the Admissions Office that you are not automatically registered with Services for Students with Disabilities. You must still meet with a counselor and work through the intake process before you are eligible for reasonable accommodations.

With respect to disability, each individual 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 also understand how those limitations can be effectively accommodated to create a level playing field for them in school. If a student doesn't request an accommodation, the consequences of that action belong to the student.

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 problem. 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 (as speaking out of turn) or by the significant expression of all three —abbreviation ADD.

Deafness and Hard of Hearing – mild to severe impairments in processing linguistic information through hearing. Some deaf people use sign language to communicate.

Blindness and Low Vision – mild to severe impairments in vision as a result of 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 relationships and work. People with personality disorders have difficulty dealing with everyday stresses 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

Faculty Notification

Large Print Materials

Note-takers

Reader/Scribe Services

Sign Language Interpreters

Tape Recorders

Test-Taking Accommodations

Text Telephone Devices (TTD) for Hearing Impaired Persons

Text books on CD

Service Animals

Users of Service Animals

Service animals are guide dogs, signal dogs, or other animals individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA. Service animals perform some of the functions and tasks that the individual with a disability cannot perform independently. In September 2010, the Department of Justice placed a limitation on the definition of service animals to include only guide and signal dogs, and miniature horses. These animals must be trained to perform specific work or tasks that are directly related to an individual's disability. "Seeing eye dogs" are one type of service animal used by some individuals who are blind. This is the type of service animal with which most people are familiar.

Trident Technical College permits service animals on campus to assist individuals with disabilities.

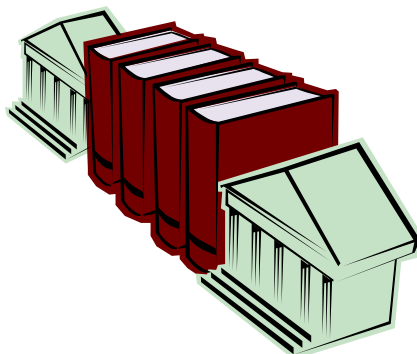
Disability Parking

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 frame for you to access disability parking. If your documentation is appropriate, you will be issued a temporary parking sticker.

Rights and Responsibilities of Students with Disabilities

<i>A student with a disability has the responsibility:</i>	<i>A student with a disability has the right:</i>
<ul style="list-style-type: none"> • to 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 substantiated by documentation from an appropriate professional. • to demonstrate or document how the disability affects him or her when requesting accommodations in class location, instructional methods, delivery system or evaluation method. • to actively participate in the search for solutions in accommodating these needs. This includes working with the institution to seek financial assistance from government agencies and private sources. • to adhere to college policies and procedures as outlined in the Student Handbook 	<ul style="list-style-type: none"> • to an equal opportunity to participate in and benefit from programs offered at Trident Technical College. • to 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. • to 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 alterations must be made to accommodate that student when possible. • to participate in the academic community, including access to services and extracurricular activities, at a level comparable to any other student's. • to appeal the decisions of the institution regarding these accommodations. The first appeal is through the counselors in Services for Students with Disabilities. Counselors will communicate with the instructor to determine whether other reasonable accommodations 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.) that are necessary to provide quality academic programs while ensuring the rights of students with disabilities.

<i>Trident Technical College has the responsibility to:</i>	<i>Trident Technical College has the right to:</i>
<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 will 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 and knowledge 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 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 an accommodation based on undue hardship for the college.

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



How to Make the College Aware of Your Disability

1. Make an appointment with a counselor for students with disabilities at the Main campus by contacting Counseling and Career Development Services at 843.574.6131, Building 410, Room 210.

Make an appointment with a counselor for students with disabilities at the Palmer campus by contacting the Student Success Center at 843.722.5516, Room 226.

Make an appointment with a counselor for students with disabilities at the Berkeley campus by contacting the Student Success Center at 843.899.8079, Room 178.

If this is your first appointment to request services, this will be your intake meeting.

2. 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. Examples of sufficient documentation are on page 12.
3. Inform the counselor of your disability-related needs during this intake meeting. Be ready to describe any challenges you face as a result of your disability.
4. Tell the counselor if you want your instructors to be informed of your disability. If you want the counselor to inform your instructor, the counselor will be able to make specific accommodation recommendations to the instructors for your academic activities. See Page 14 for more information about Faculty Notification Procedures.

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 the performance of 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 or not 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,

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,

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

Was the documentation completed by an appropriate 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,

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...

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

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,

No – If stability of the condition is an issue, more documentation may be required. A discussion with the student may be desired as well.

Is the request for accommodations reasonable?

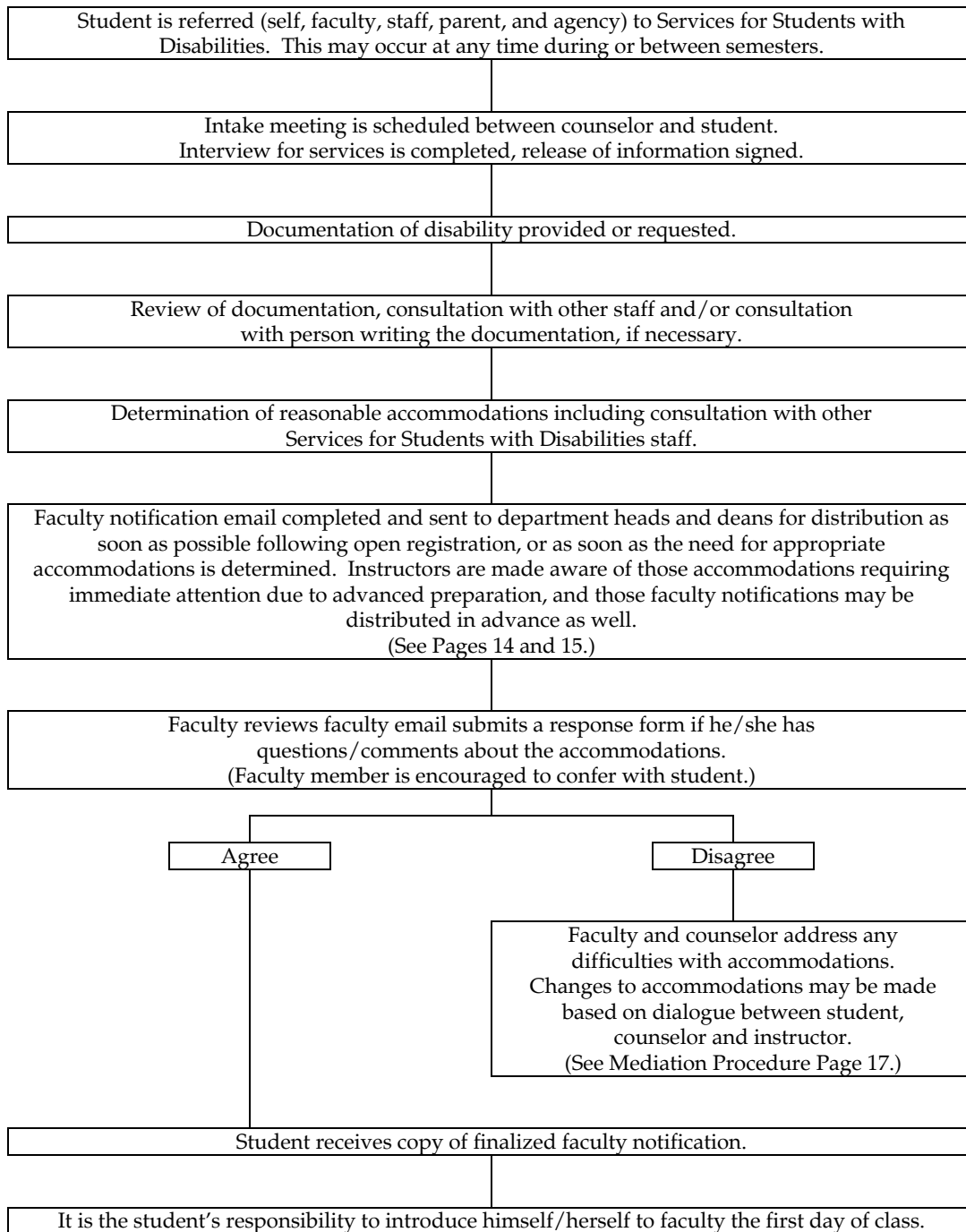
Yes – Is the request based on limitations as they present themselves in an academic environment? Is it a reasonable adjustment to make in the academic setting?
If yes,

No – More documentation may be required to support the request, and the counselor may wish to have a discussion with the student and/or instructor.

Accommodations are provided using any recommendations that may be contained in the documentation as a guide. Accommodations are reviewed with the student as the need arises (minimally, each semester of enrollment) 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 a counselor, it is determined whether you would like the faculty to be informed of your disability and given recommendations for accommodations. If you want the counselor to inform your instructors, the following procedure is used. Please be aware of your responsibility in this process as outlined on the following pages.



Services for Students With Disabilities Faculty Notification Form

Term/Year: _____ Date: _____ Initial Revised

Student Name: _____ Student ID#: _____

Faculty Name: _____ Course: _____

The above named student has provided documentation verifying the following disability(ies):

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

Additional information about this student:

If you need additional clarification or assistance providing the above accommodations, please feel free to contact me in Building 410, Room 210, or at extension 6362. Thank you for your cooperation.

Note: Please retain this form for your records.

If you can provide the accommodation, you do not need to respond to this form. If you have questions , concerns or cannot provide the accommodation, please respond by return e-mail.



Jim Orgel, Ed.M., CRC
Primary Counselor
Services for Students with Disabilities
Trident Technical College
Phone: 843.574.6362 | TTY: 843.574.6351 | Fax: 843.574.6812

Student Responsibilities in the Faculty Notification Process

You must contact your counselor each semester to discuss your courses and accommodations. This allows your counselor to help you determine an appropriate course load, as well as monitor your academic performance. Your accommodations may need to be revised or adjusted accordingly as you progress.

If possible, make an appointment early during registration and give your counselor a copy of your schedule immediately after registering. This enables your counselor to notify your instructors of the recommended accommodations at the beginning of each semester. Once the faculty notification form has been distributed and your instructors are aware of your needs, a copy of your notification will be mailed to your Trident Technical College e-mail address by your counselor.

If accommodations for testing are recommended by your counselor, inform Testing Services of your instructors' test schedules. These are given to you in your course syllabi at the beginning of classes each semester. Please read Page 20 for more information about using Testing Services. **YOU ARE RESPONSIBLE FOR SCHEDULING TESTING DATES AND TIMES WITH TESTING SERVICES.** It may also be helpful to notify your counselor well in advance if special assistance (such as proctors, equipment, etc.) with an upcoming test is required.

Once the semester 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 semester. Please plan ahead! A minimum of 5 days is needed to process a request.

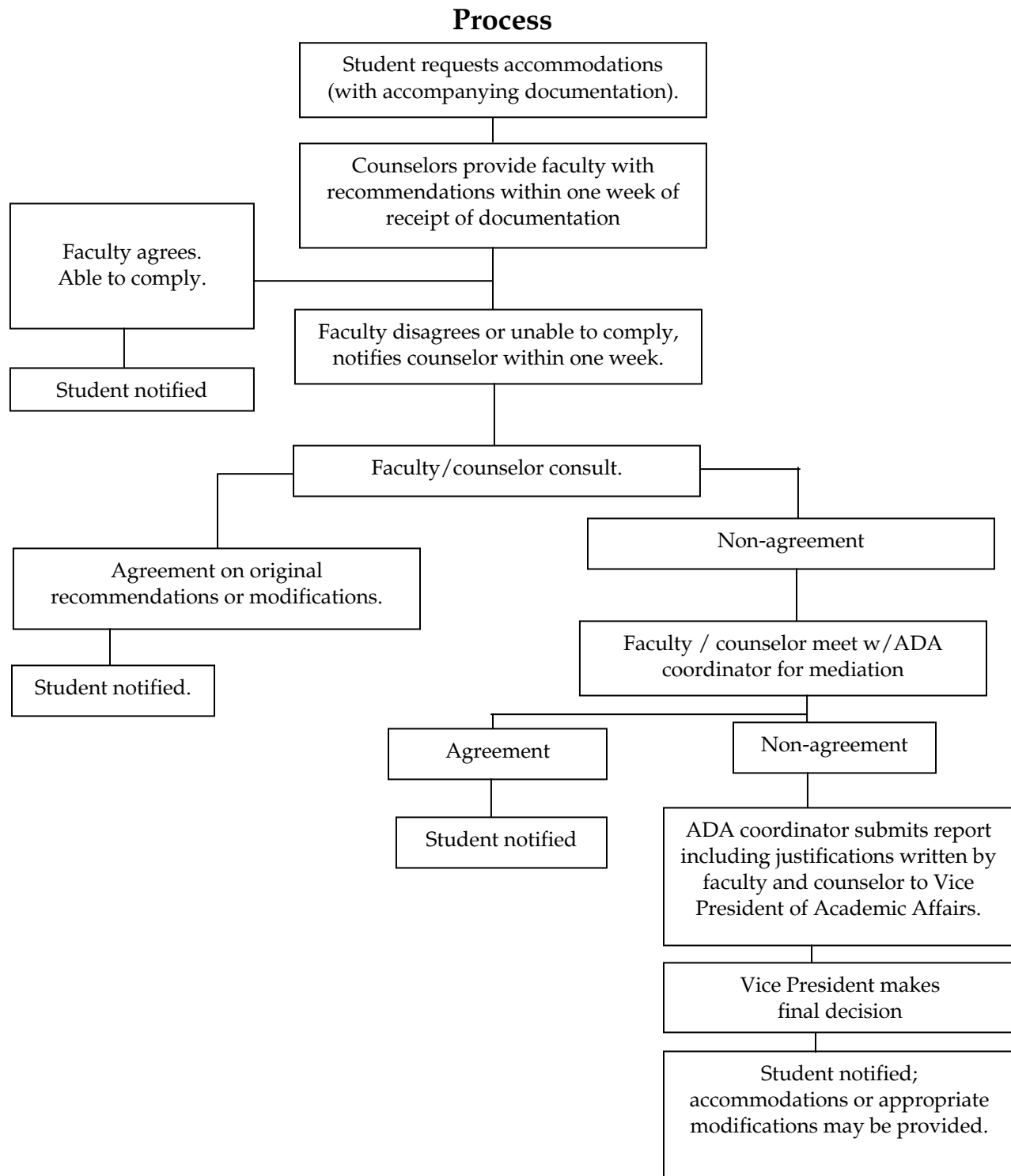
Working with Your Instructors

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

1. Make an appointment to meet with your instructors at the beginning of each semester to discuss your needs.
2. Keep in contact with your instructors throughout the semester to discuss problems, etc.
3. If you take your tests in the Testing Services office, remind your instructor two weeks before the scheduled test to make the appropriate arrangements with Testing Services.
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.

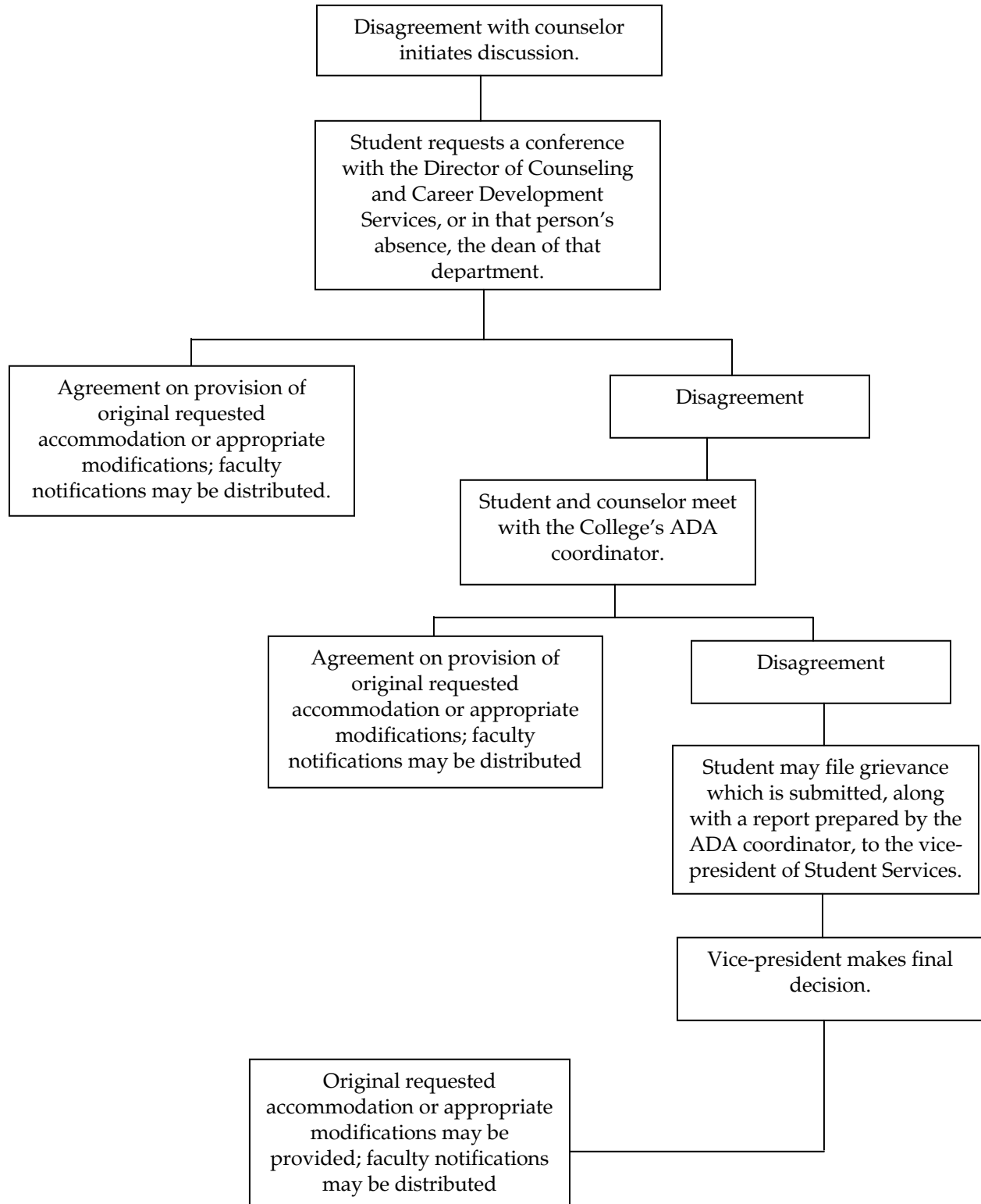
The Mediation Process

Ideally, reasonable accommodations will be provided to students with disabilities in support of the pursuit of their educational goals. Students should receive a copy of their agreed-upon accommodations that are supported by both Academics and Student Services. This will help avoid situations that may result in grievances and disputes. However, there may be times when a faculty member disagrees with the provision of a certain accommodation. When the requested accommodations are not granted, the student may request mediation. The following chart should help you gain an understanding of the mediation process used when a disagreement does occur between an instructor and a counselor advocating for a student.



Mediation Process for Students

There may be times when you disagree with your counselor about the provision of accommodations. 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.

- SSD Equipment
- NCR note paper
- Interpreters when necessary and supported by documentation
- Magnification devices
- Large button calculators
- Proctors for qualified students
- Tape recorders/spell checkers
- Larger screen computers monitors
- Assistance with textbooks on CDs. Note: these can also be used for students with learning disabilities. See your counselor for information on obtaining these CDs.

Some of these items may be checked out on a semester-by-semester basis. See your 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 843.574.6351

Testing Services

Testing Services provides assistance for students with disabilities who require alternative testing outside the classroom. Testing Services, working with Services for Student with Disabilities 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 semester, upon receiving course syllabi, make an appointment to see your counselor. Together you can review your schedule for the semester and discuss your testing needs. You will also need to discuss your testing needs with your instructor.
2. Two weeks prior to testing, check with Testing Services to make sure all accommodations are confirmed.
3. On the day of the test, report to Testing Services to take your test with the arranged accommodations.



Learning Assistance Services (LAS)

Learning Assistance Services provides an open learning environment that offers assistance to students through tutoring, workshops, videos, computer workstations and many other resources. Special emphasis is placed on providing tutoring in mathematics, science, English, and reading. Help is available in other areas based upon student demand and tutor availability.

All students are invited to visit the LAS on the Main Campus in Building 920, Room 211, at the Palmer Campus in Room 226 and at the Berkeley Campus in Room 141B, Check for workshop and tutor schedules each semester...

Main Campus LAS 843.574.6409

Palmer Campus LAS 843.722.5516

Berkeley Campus LAS 843.899.8079

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 building on the campus in an emergency situation, it is important that you 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. (Include a copy of form) This will alert them to any special concerns should you need emergency care. On all three campuses, please contact Public Safety, 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



SPECIAL MEDICAL ATTENTION FORM



ALERT BOX

The following information will be maintained at Public Safety to assist you during a medical emergency. This information will only be disseminated to Public Safety and emergency medical personnel responding to your aid. For your benefit, please ensure that you notify Public Safety of any changes.

Name: _____
Last
First
MI

SSN: _____ SEX: _____ RACE: _____

DOB: _____ AGE: _____

ADDRESS: _____ TELEPHONE: _____

KNOWN ALLERGIES: _____

CURRENT MEDICATIONS: _____

PREFERRED HOSPITAL FOR TRANSPORT: _____

OPERATIONS (IN THE LAST 6 MONTHS)? _____
 (Type of operation and date)

MEDIC ALERT BRACELET? _____

- OVER -

NAME OF NEXT OF KIN: _____
Last First MI

RELATIONSHIP: _____

ADDRESS: _____ TELEPHONE: _____ H
_____ TELEPHONE: _____ W

NAME OF PHYSICIAN: _____
Last First MI

ADDRESS: _____ TELEPHONE: _____

SPECIAL INFORMATION:

ATTACH CURRENT CLASSROOM SCHEDULE (SIS)

OFFICE LOCATION _____

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

LOCAL & STATE RESOURCES FOR PEOPLE WITH DISABILITIES

Goodwill Industries

5640 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-N Rivers Avenue 2nd Floor

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

North Charleston, SC 29406

www.ridecarta.com

843.747.0007

Provides point-to-point public transportation for \$2.50 per ride for persons with disabilities

South Carolina Vocational Rehabilitation Department

4360 Dorchester Road

Charleston, SC 29405

For Charleston County

843.740.1600

South Carolina Vocational Rehabilitation Department

2954 South Live Oak Drive

(cor. of 17-A and Cypress Garden Road

Moncks Corner, SC 29461

For Berkeley and Dorchester Co.

843.761-6036

866.297.6808

Provides vocational assessment, counseling, assistance with training and job placement for persons who have a physical or mental condition that is an impediment to employment.

South Carolina Commission for the Blind

Fairfield Office Park, Suite 109

Highway 7

Ridgeville, SC 29472

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

Charleston, SC 29401

Main Number: 843.937.6300

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.

LOCAL & STATE RESOURCES FOR PEOPLE WITH DISABILITIES (Cont)

Dorchester School District Two
102 Greenwave Blvd
Summerville, SC 29483 843.873.2901
Provides Dorchester Two district residents with adult education assistance.

Trident One-Stop Career Center
1930 Hanahan Road, Suite 200
North Charleston, SC 29406 843.574.1800
Multiple services center 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

HEATH Resource Center – an online clearinghouse for postsecondary students with disabilities for support services, policies, procedures and adaptations.

www.heath.gwu.edu

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

Recordings for the Blind and Dyslexic – accessible materials such as textbooks in alternate formats for individuals with visual and learning disabilities.

www.rfbid.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.nfbid.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.

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 of your questions, or provided you with 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
Counseling and Career Development
Building 410, Room 210
843.574.6131

Or mail to:

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

Comments/Suggestions

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