



*Handbook*  
*for*  
*Students with Disabilities*

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TRIDENT TECHNICAL COLLEGE

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

August 2, 2004

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 college offers for student 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 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,



James R. Orgel, Ed.M., CRC  
Primary Counselor - Students with Disabilities  
Counseling and Career Development Services  
Tel 843-574-6362 TTY 843-574-6351  
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## **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 Student with Disabilities**

**JIM ORGEL, Ed. M., CRC**

Primary Counselor, Counselor for Student with Disabilities

Building 410, Room 210

Phone: 574-6362

**DEBORAH DUNNING, M.S.W**

Counselor for Students with Disabilities

Building 410, Room 210

Phone: 574-6013

**PAM MIDDLETON**

Director

Counseling and Career Development Services  
and Students with Disabilities

Building 410, Room 210

Phone: 574-6131

**ROSETTA GIVENS MITCHELL**

Assistant Vice President of Student Development

Counseling & Career Services

Building 410, Room 210

Phone: 574-6246

## 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.

*Definition under the Rehabilitation Act, 1973, Amended 1990, and the Americans with Disabilities Act, 1990:*

**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.



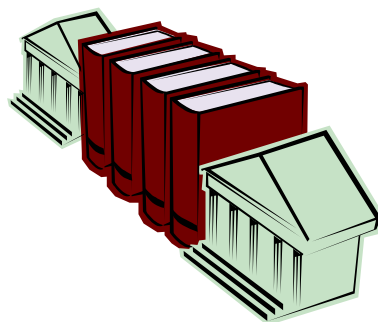
## Rights and Responsibilities of Student with Disabilities

*A student with a disability has the responsibility:*

- 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 policy and procedure as outlined in the Catalog/Student Handbook, as any other student.

*A student with a disability has the right:*

- 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 evaluation alternate means 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.
- to appeal the decisions of the institution regarding these accommodations. The first appeal is through the counselors in Services for Students with Disabilities. They will begin the process of communicating 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 Student 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"> <li>• inform its applicants and students about the availability of accommodations.</li> <li>• 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.</li> <li>• ensure that all programs (not necessarily all physical facilities) are accessible.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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 <b>not</b> be subject to accommodation.</li> <li>• 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.</li> <li>• select among equally effective methods of accommodating a student with a disability.</li> <li>• refuse an accommodation based on undue hardship for the college.</li> </ul> |



*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 by contacting Counseling and Career Development Services at (843) 574-6131. The location is Building 410, Room 210. 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. See the next page to determine what is considered to be sufficient documentation.
3. Inform the counselor of your disability-related needs during this intake meeting.
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 8 for more information about Faculty Notification Procedures.

## 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.

**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?*

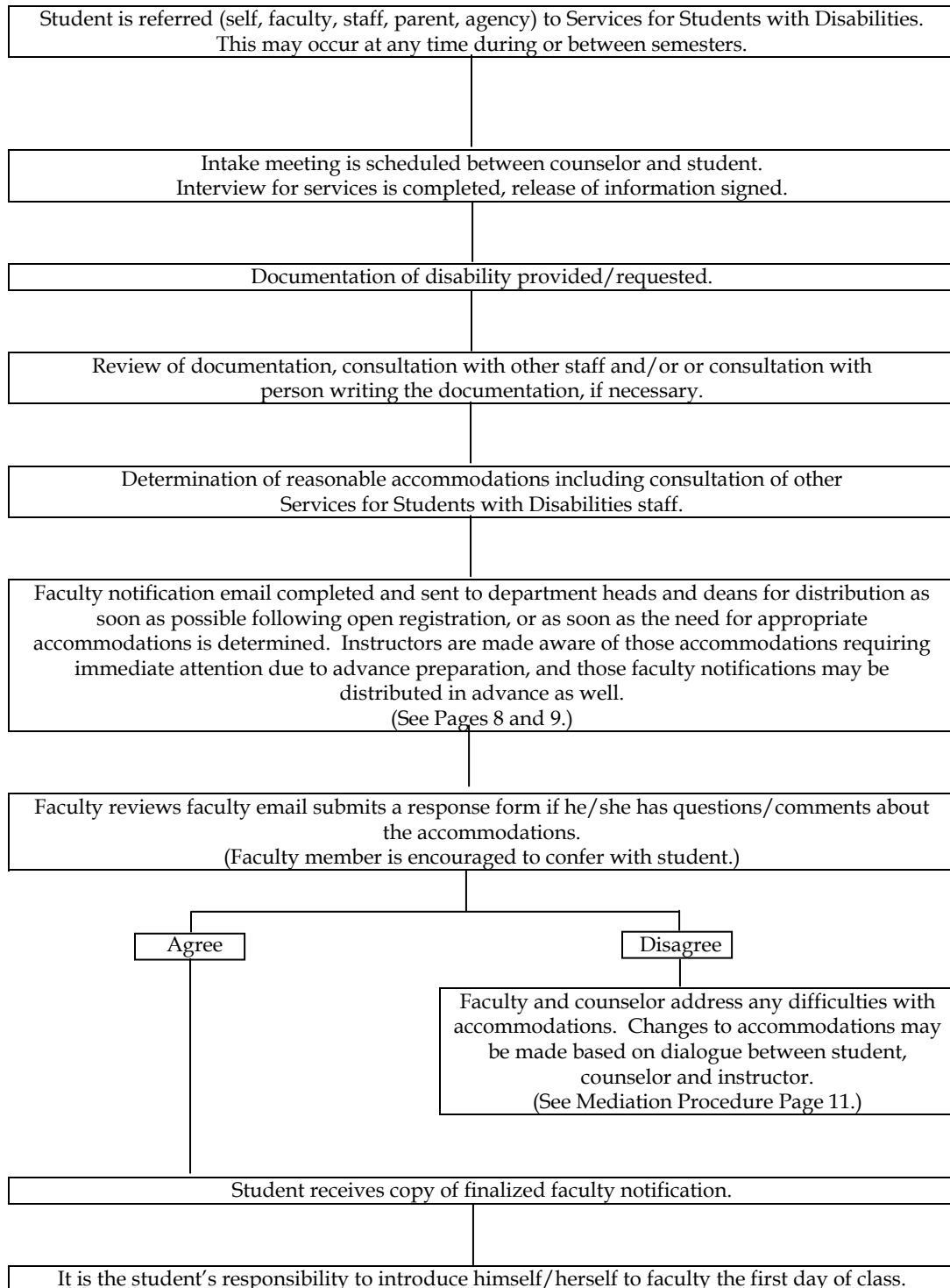
**Yes** – Is the request based on limitations as they present themselves in an academic environment? Is it a reasonable adjustment to make in the academic setting? If yes,

**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 be 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.



**Middleton, Pamela**

To: Middleton, Pamela  
Subject: Faculty Notification Form - John Doe

**Services for Students With Disabilities  
Faculty Notification Form**

Term/Year: SUMMER '03 Date: 5/20/03 Initial  Revised   
Student Name: JOHN DOE SSN: 111-22-3333  
Faculty Name: BROWN TAYLOR  
Course: RDG 032-001 MAT 032-001  
Mailing Code: DS-M-----

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

**LEARNING DISABILITY – READING COMPREHENSION**

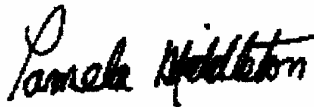
In accordance with the Americans With Disabilities Act of 1990 and the Rehabilitation Act of 1973, Section 504, the following are recommended "reasonable accommodations" for instructional activities:

**TESTS IN THE TESTING CENTER**

Additional information about this student:

NONE

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 6303. Thank you for your cooperation.



Counselor (routing code, CD-M)

**Note: Please retain this form for your records.**

**If you can provide the accommodation, you do not need to submit the response form. If you have questions, concerns or cannot provide the accommodation, please complete the response form. To submit the reply form click the link below.**

**<http://www.tridenttech.edu/counsel/disabilities/MiddletonResponse.htm>**

Sample



**Services for Students with Disabilities**

**Faculty Notification Response**

To: **Pamela Middleton, Counselor** From:  Phone Ext.:

Re: Student Name

Course:  Term:

I have a question about these accommodations and/or need assistance in implementing them.

No, I do not feel I can provide these accommodations and request consultation with the counselor.

Comments:

**Please print a copy of this form for your records. Click the Submit button below to send this form to the above-named counselor.**

## Your 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, participate 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 campus cruiser e-mail 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 13 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 implementing any reasonable accommodations for the remainder of the semester. Please plan ahead! A minimum of 5 days is needed to process a request.

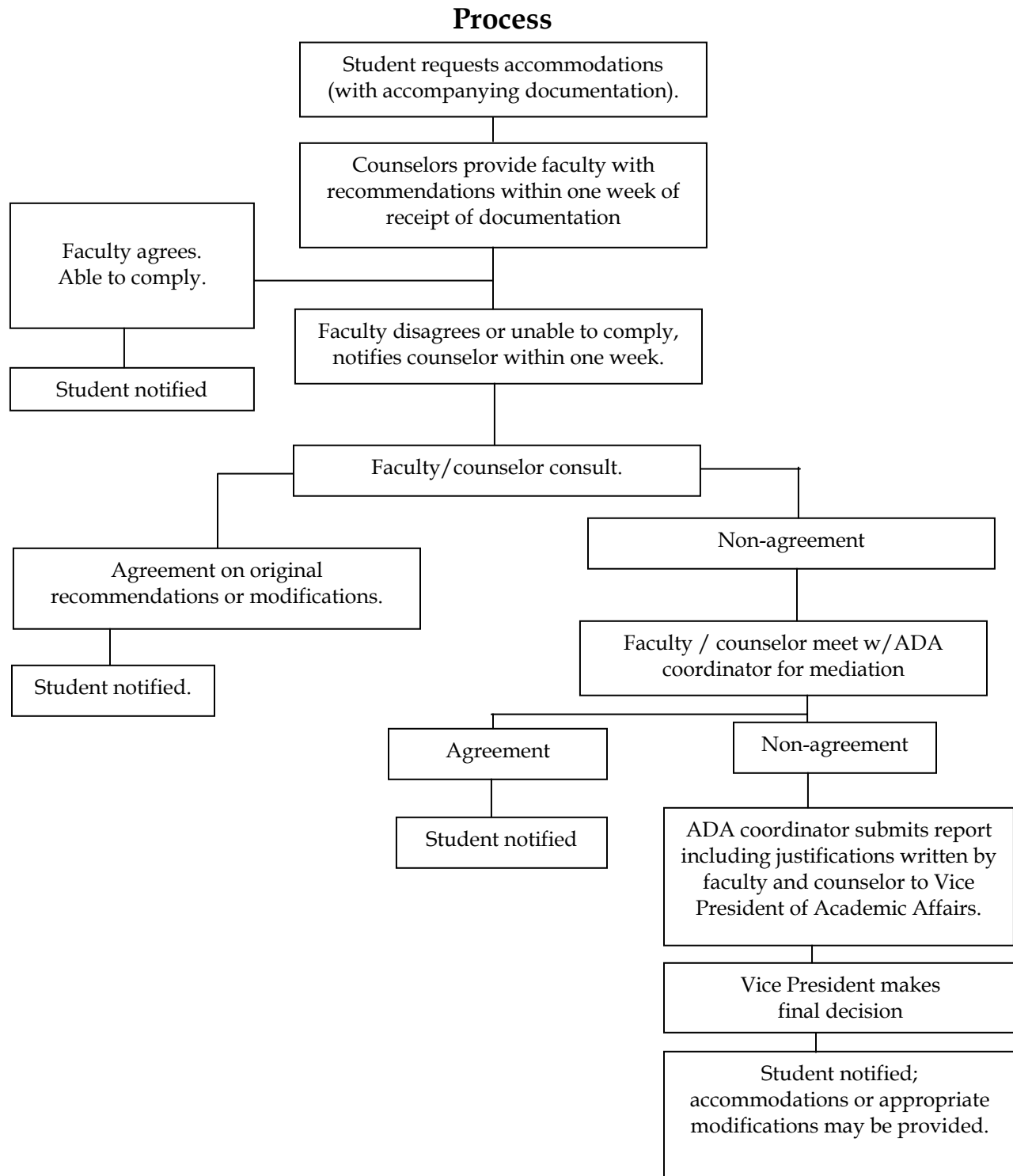
## Working with Your Instructors

Instructors are key to helping you get the assistance you need in your classes. Based on your request, a faculty notification e-mail will be sent to your instructors (see Page 9). 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 special needs.
2. Keep in contact with your instructors throughout the semester to discuss problems, etc.
3. If you take your tests in the Testing Service 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/add a course.

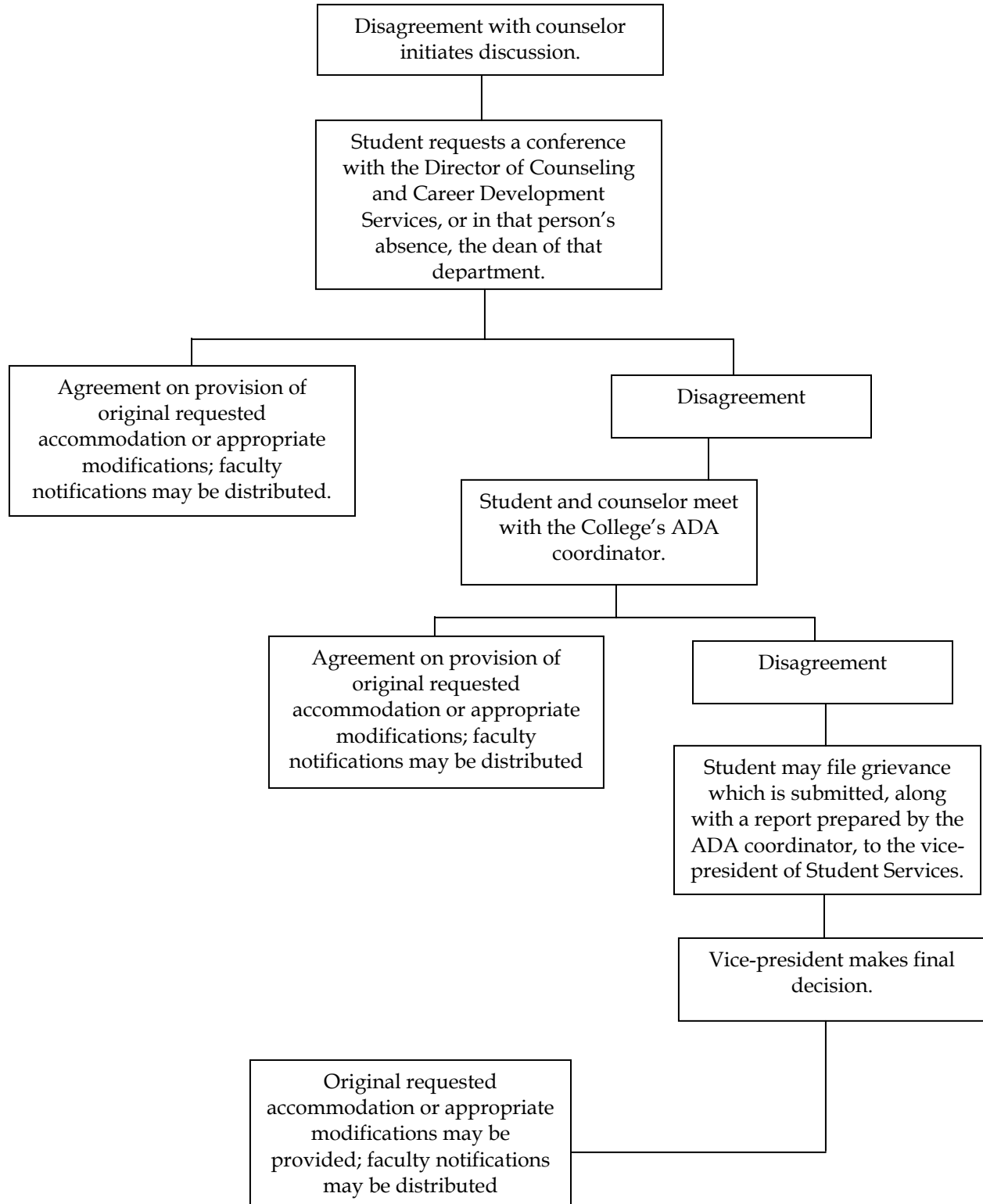
## The Mediation Process

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 to avoid situations that may be likely to result in grievances and disputes. However, there may be times when a faculty member disagrees with the provision of a certain accommodation. 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

### *SSD Equipment*

NCR note paper

Braille

Interpreters when necessary and supported by documentation

Magnification devices

Large button and “talking” calculators

Proctors for qualified students

Tape recorders/spell checkers

Larger screen computers monitors

Tape recorders for Recordings for the Blind and Dyslexic

Assistance in obtaining RFB&D texts on tape. Note: these also can be used for students with diagnosed learning disabilities. See your counselor for information on obtaining these tapes.

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

## Campus Resources

Library: Voyager (CCTV Video Magnifying System)

Print Shop: Enlarged materials (at faculty or counselor request)

Information Processing: Enlarged print and Braille versions of tests and class handouts

Learning Assistance Services: Tutoring and supplemental learning material

Testing Services: Proctoring for tests and quiet environment

Palmer Campus: Enlarging microscope system

Computer Services/Testing Services: JAWS and Openbook Software

Public Safety and Services for Students with Disabilities have phones for hearing impaired or deaf person 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, located in Building 410, Room 202, 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:

- Distraction-free environment
- Allowance for extended test time
- Proctors for exams
- Scribes for those with limited writing ability or blindness
- Accommodations for school-administered standardized tests (HOAE, 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, plan the times for testing, and arrange any assistance you may need.
2. Two weeks prior to a test, check with Testing Services to make sure all accommodations are confirmed.

**NOTE:** *Your input for the services provided by Testing Services is welcome, so please give any suggestion you may have to Testing Services or your counselor.*

## Learning Assistance Services (LAS)



Learning Assistance Services provides academic support for English, math, and other courses. A large collection of audio-visual material is available for self-paced instruction. There are software programs for tutorials in algebra, trigonometry and calculus; study skills; English; and SAT preparation. The Learning Assistance Services staff will help you locate instructional and computer materials. Free tutoring also is provided by faculty, staff, peer, and community volunteers in math and English, and other courses if tutors are available. Learning Assistance Services also offers calculator and MLA documentation workshops.

All three campuses provide Learning Assistance Services. Check your campus to find out what kind of academic help is available and the hours you can use the resources.

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/software problems.

CPT 101 students at Main Campus can receive tutorial assistance in Building 200, Room 5. CPT 101 students at other campuses should contact their instructors for tutorial assistance.

## 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 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 and discuss your condition with them. 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. This will alert them to any special concerns should you need emergency care. On all three campuses, please contact: Amy Knight, director, 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



## 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. Please fill out the comments/suggestions form below and return it to:

Counseling and Career Development  
Building 410, Room 210

*or mail to:*

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



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*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.