



**TIDEWATER COMMUNITY COLLEGE
DISABILITY SERVICES
HANDBOOK for STUDENTS
with DISABILITIES**



TIDEWATER COMMUNITY COLLEGE
From here, go anywhere.™

Tidewater Community College

Tidewater Community College is a non-residential, two-year community college offering comprehensive programs designed to meet the educational and training needs of area citizens, business, and industry.

The College is a member of the Virginia Community College System and is approved by the State Board for Community Colleges and by the Virginia Community College System. The College is also accredited by the Southern Association of Colleges and Schools to award the associate degree. The Association can be contacted at 1866 Southern Lane, Decatur, GA 30033; (404) 679-4500.

A few of the many support services available to students include: Counseling, Developmental Studies, Financial Aid, Career and Transfer Center, Disability Services, campus Learning Resource Centers, Student Activities, and the Women's Center.

Admission Requirements

Any person may be admitted to the college who has a high school diploma or the equivalent, or is 18 years of age and, in any case, is able to benefit from a program of instruction at Tidewater Community College as a curricular or non-curricular student. The college catalog contains specific admission requirements for degree, diploma and certificate programs.

For More Information

TCC Information Center: (757) 822-1122 TCC or www.tcc.edu

Tidewater Community College

Disability Services

Handbook for Students with Disabilities

TCC Disability Services Administration

315 Granby Street
Norfolk, Virginia 23510
Phone: 757-822-1213
Fax: 757-822-1214
TTY: 757-822-1248

Claudia Barrington

Program Assistant
Phone: 757-822-1213
CBarrington@tcc.edu

Linda W. Harris, JD

Coordinator
Phone: 757-822-1213/1225
LHarris@tcc.edu

Chrystal Davis

Assistive Technology Specialist
Phone: 757-822-1260
CHDavis@tcc.edu

Angel D. Rich

Interpreter/Deaf Services Specialist
Phone: 757-822-1260
ARich@tcc.edu

Welcome to TCC Disability Services

Disability Services of Tidewater Community College provides students programmatic and physical access in a supportive atmosphere and in accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990. In appreciation of the unique talents and needs of students with disabilities and chronic health issues, Disability Services further provides an array of services designed to enhance the educational experience.

The purpose of this booklet is to introduce the services for students with disabilities at Tidewater Community College (TCC). There is a separate handbook for deaf and hard-of-hearing students. The booklet outlines how to obtain academic accommodations, how to understand your rights, and what TCC expects from you.

It is up to you to tell us about your disability and request academic accommodations.

Disability Services Administration

315 Granby Street • Norfolk, Virginia 23510

Voice: 757-822-1213 • TTY: 757-822-1248 • Fax: 757-822-1214

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CBarrington@tcc.edu

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Academic Accommodations

Student Responsibilities:

Upon documentation of a disability, TCC will provide accommodations for scheduled classes and labs. Presentation of proof of accommodation from another post secondary institution, accompanied by documentation is acceptable for accommodation at Tidewater Community College. **Disability Services requires at least 45 days notice prior to the start of each semester to ensure your accommodations will be available.** The process for obtaining accommodations is outlined below:

1. Contact the appropriate disability services counselor and make an appointment at least 45 days prior to the first day of classes. See listing of disability services counselors at the end of this section.
2. Provide documentation of your disability. Your counselor will let you know what documentation is required. The documentation must meet the criteria set forth in the attached guidelines. *An IEP or 504 plan is not acceptable documentation.*
3. Once your campus disability services counselor receives the required documentation, the counselor will meet with you to determine what accommodations are needed. Your counselor will provide you with a Request for Accommodations form to present to your instructors, as well as suggestions on how to approach your instructors.
4. Students with documented disabilities are eligible for priority registration, which means you can register a week before general registration begins. If you decide to request accommodations from your instructors, you should schedule meetings with your instructors about your needs early in the semester. Faculty finds it helpful to know as soon as possible so that they may plan for the accommodation (s). Instructors are not permitted to provide accommodations without the Request for Accommodation form, signed by the student and the disability services counselor. Students should maintain a copy of the form signed by his or her instructor(s).

5. Accommodations are not retroactive and cannot be used to adjust grades prior to the Request for Accommodation form date.
6. If your accommodations include taking tests in a quiet, non-distracting environment, it is up to you to make the appointment with the testing center, or with the disability services counselor if your campus does not have a testing center.

Other Student Responsibilities:

Students with disabilities are expected to comply with the regulations for conduct required of all students at TCC. Attendance in class is required, and faculty may drop a student who fails to attend class. These regulations and requirements can be found in the TCC Student Handbook. Decisions are made on a case-by-case basis if you must be absent due to your disability. Individual instructors may have additional requirements based upon the technical standards of the curriculum. If you feel you need additional or different accommodations in order to meet these additional requirements and/or technical standards, please see your counselor.

Student Services:

The following services are available to all students at TCC:

- Academic advising
- Orientation to campus services
- Assistance with registration
- Workshops for learning enhancements
- Developmental studies
- Writing, math and language laboratories
- Individual tutoring
- Career and transfer center
- Assistance with the financial aid application

Specific Services Provided to Students with Documentation of a Disability or Chronic Medical Condition:

- Confidentiality and privacy
- Placement testing accommodations
- Written academic accommodations relevant to individual courses
- Campus mobility orientation (VDVH assisted for blind students)

- Accessible parking (where parking is available)
- Interpreters/Voice to Print for the deaf & hard of hearing
- TTY access
- Assistance in obtaining Braille or electronic books.
- Braille services
- Magnification devices for computer applications
- Training for Volunteer Note takers
- Assistance in communicating accommodations to faculty and tutors
- Review of documentation
- Special administration of tests and exams
- Priority use of assistive technology, including designated adaptive computer hardware and software, talking Language Master, tape recorders, and portable audio amplification devices
- Voter registration

Personalized Program Services Available to Students with Disabilities:

- Assistance in obtaining documentation of disability or previous evaluations
- Evaluation of documentation of a disability and provision of appropriate Request for Accommodations
- Individual evaluation for a specific Learning Disability as need determines
- Assistance with other postsecondary institutions for transfer transition
- Referral and assistance obtaining community resources
- Assistance in contacting community services supporting individual students
- Time management and study strategies
- Techniques to enhance self-advocacy skills
- Interpreter Specialist for deaf and hard-of-hearing students
- Assistive technology devices and training, including hardware and software
- Braille services
- TTY access

To best serve you, we request that you make an appointment at least 45 days before classes begin at your home campus.

Campus Contacts

Chesapeake Campus

1428 Cedar Road
Chesapeake, VA 23322
Student Development and Outreach
Constance Lawson, Counselor
Phone: 757-822-5127 Fax: 757-822-5134
e-mail: CLawson@tcc.edu
TTY: 757-822-5101

Norfolk Campus

315 Granby Street
Norfolk, VA 23510
Janice Rashada, Disability Counselor
Phone: 757-822-1226 Fax: 757-822-1214
e-mail: JRashada@tcc.edu
TTY: 757-822-1248

Portsmouth Campus

7000 College Drive
Portsmouth, VA 23703
Student Development
Ted Tyler, Counselor
Phone: 757-822-2208 Fax: 757-686-5173
e-mail: TTyler@tcc.edu
TTY: 757-483-5154

Virginia Beach Campus

1700 College Crescent
Virginia Beach, VA 23453
Desiree Polk-Bland, Disability Counselor
Phone: 757-822-7223 Fax: 757-822-7346
e-mail: DPolkbland@tcc.edu
TTY: 757-430-1401

Appendix

Guidelines for Documentation of Attention Deficit Disorder

Tidewater Community College

Tidewater Community College students seeking academic accommodations for Attention Deficit Disorder are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973. All documentation is confidential and is never a part of the academic transcript. The following guideline is provided in the interest of identifying evaluation reports appropriate to document eligibility for academic accommodations for students with Attention Deficit Disorder.

Documentation must be based on current DSM criteria for attention deficit/hyperactivity disorder.

The process of diagnosis should be reported using test scores and/or appropriate data from evaluations performed within the past three years, and based on adult norms.

Data related to or used to rule out concomitant conditions should be included.

Current medications, or medication recommendations, if any, should be stated, as well as possible side effects of such medications.

Physicians conducting and rendering diagnoses of attention deficit disorder must be qualified to do so. Licensed psychologists, licensed neurophysiologists, licensed clinical social workers, licensed counselors and/or licensed physicians are typically involved in assessment. Experience in working with an adult population is essential.

Testing must be current, which typically means within the last three years for older adolescents and adults. Comprehensive documentation for an evaluation completed after high school graduation or the eighteenth birthday, which is not more than ten years old, is considered acceptable for immediate reasonable accommodation. Disabilities Services is responsible to advise students that other institutions may require more stringent and timely documentation. Assessment constitutes the basis for determining reasonable accommodations, so it is in the best interest of the student to provide recent and comprehensive documentation.

Diagnostic reports must contain the names, titles, and license information of the evaluator(s), and the dates of evaluation(s).

Reports must be submitted on letterhead. Prescription pads and copies of letterhead are not acceptable.

Reports should contain recommendations for reasonable accommodations suitable to a postsecondary academic setting.

Students submitting documentation for attention deficit/hyperactivity disorder from a physician or psychologist in which there has been no comprehensive evaluation will be limited to accommodations for tape recording, extra time for tests, and priority seating.

The District Coordinator for Disability Services and Campus Disabilities Counselors are available to consult with diagnosticians regarding these guidelines.

Disability Services
Tidewater Community College
757-822-1213
ADDGUIDE.DOC 8/06

Guidelines for Documentation of Specific Learning Disability

Tidewater Community College

Tidewater Community College students seeking academic accommodations for Specific Learning Disability are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973. All documentation is confidential and is not considered a part of the academic transcript. The following guidelines are provided in the interest of identifying evaluation reports appropriate to document eligibility.

Testing must be comprehensive and contain at least the following domains:

Aptitude: Wechsler Adult Intelligence Scale - Revised [WAIS-R] or the Wechsler Intelligence Scale for Children - Revised or the most current scale, with unprorated subtest scores, or Woodcock-Johnson Psycho-Educational Battery - Revised: Standard Cognitive Battery is preferred.

Achievement: Current levels of achievement in reading, mathematics and written language is required. Preferred instruments are the Woodcock-Johnson Psycho Educational Battery - Revised: Tests of Achievement; the Scholastic Abilities Test for Adults; the Wechsler Individual Achievement Test; or a compendium of instruments including the Test of Written Language - 2 [TOWL-2], Woodcock Reading Mastery Test - Revised, and Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test –R should be supplemented. An evaluation of the student’s current record of academic achievement In addition, standardized testing may be applicable.

Information Processing: Specific areas of information processing such as short and long-term memory, sequential memory, processing speed, auditory and visual perception must be assessed. Subtests from the WAIS-R or Woodcock-Johnson Psycho-Educational Battery: Standard and Supplemental Cognitive Subtests are acceptable.

Testing must be current, which typically means within the last three years for older adolescents and young adults. Comprehensive documentation for an evaluation completed after high school graduation or the eighteenth birthday, which is not more than ten years old, is considered acceptable for immediate reasonable accommodation. Other institutions may require more stringent and timely documentation. Assessment constitutes the basis for determining reasonable accommodations, so it is in the best interest of the student to provide recent and comprehensive documentation.

Clear and specific evidence and identification of a learning disability must be stated on the basis of the following attributes:

1. Average to above average or superior intellectual ability. To best serve the community college population, definition of average shall be one standard deviation below and above the mean. For most assessment instruments, this range is between the standard scores of 85 and 115.
2. Statistically significant intra-cognitive processing deficits, or;
3. Statistically significant aptitude achievement discrepancy [ies];
4. Measured achievement in an instructional or employment setting; and
5. Statement of appropriate adaptive behaviors.

Statements such as individual “learning styles” and “learning differences” in and of themselves do not constitute a learning disability.

Professionals conducting and rendering diagnoses of specific learning disability must be qualified to do so. Trained and licensed psychologist, neurophysiologists, learning disabilities specialists, and educational therapists are typically involved in assessment. Experience in working with an adult population is essential.

Evaluators should be able to demonstrate that the selection of assessment instruments is based upon suitability, as to reliability and validity, for use with an adult population.

Reports must include the names and titles of evaluators; names of all tests administered; test scores and related data in standard score format, including subtest scores; and date of evaluation.

Reports must contain recommendations for reasonable accommodations suitable to a postsecondary academic setting.

The District Coordinator for Disability Services and campus Disability Counselors are available to consult with diagnosticians regarding these guidelines.

Disability Services
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757-822-1213
LDGUIDE.DOC 8/06

Guidelines for Documentation of Medical Disability

Tidewater Community College

Tidewater Community College students seeking academic accommodations for medical disability are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973. All documentation is confidential and is not a part of the academic transcript. The following guidelines are provided in the interest of identifying documentation appropriate to provide reasonable accommodations for a physical, medical, or perceptual disability.

Documentation must be from a licensed physician and show clear and specific evidence of a disability that would substantially limit access to learning.

Documentation must have been completed within the last three years.

Medications should be stated if their use or adjustment might have any impact on access to learning.

Letters or other documents must be on letterhead and contain the names, titles, and license information of the physician, and the dates of assessment. Prescription pads and copies of letterhead are not acceptable.

Documentation must contain recommendations for reasonable accommodations suitable to a postsecondary academic setting. Specific suggestions to best assist the identified student are also very helpful.

The District Coordinator for Disability Services and Campus Disabilities Counselors are available to consult with diagnosticians regarding these guidelines.

Disability Services
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757-822-1213
MEDGUIDE.DOC 8/06

Guidelines for Documentation of Psychological Disability

Tidewater Community College

Tidewater Community College students seeking academic accommodations for psychological disability are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973. All documentation is confidential and is never considered a part of the academic transcript. The following guidelines are provided in the interest of identifying reports appropriate for the provision of reasonable accommodations.

Documentation must be based on DSM-IV criteria and show clear and specific evidence of a disability that would substantially limit access to learning.

Documentation must have been completed within the last three years.

Medications should be stated if their use or adjustment might have any impact on access to learning. Adjustments in medication may substantially affect learning and attendance.

Professionals conducting and rendering diagnosis of a psychological disability must be qualified to do so. Licensed psychologists, licensed neurophysiologists, licensed clinical social workers, licensed counselors and/or licensed physicians are typically involved in clinical assessment.

Diagnostic reports must contain the names, titles, and license information of the evaluator(s), and the dates of evaluation(s).

Reports must be submitted on professional letterhead. Prescription pads and copies of letterhead are not acceptable.

Documentation must contain recommendations for reasonable accommodations suitable to a postsecondary academic setting. Specific suggestions to best assist the identified student are also very helpful.

The Coordinator of Disability Services and Campus Disabilities Counselors are available to consult with diagnosticians regarding these guidelines.



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