



TCC Educational Accessibility Administration

1700 College Crescent
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TCC Office of Educational Accessibility

Handbook for Students with Disabilities



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Welcome to TCC Educational Accessibility

Educational Accessibility 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 Amended Act of 1990. In recognition of the talents and needs of students with disabilities and chronic health issues, Educational Accessibility provides an array of services designed to enhance your 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. These booklets outline 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.

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Academic Accommodations

Student Responsibilities:

Upon documentation of a disability, TCC will provide academic accommodations for scheduled classes and labs. Presentation of proof of accommodations from another post secondary institution, accompanied by documentation, is acceptable to receive academic accommodations at Tidewater Community College.

Educational Accessibility requests at least 30 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 Educational Accessibility counselor and make an appointment, if possible, at least 30 days prior to the first day of classes. Contact information is listed for each campus on page 6 of this booklet.
2. Provide documentation of your disability. Such documentation may include your high school IEP or 504 plan, information from your medical provider and your intake interview with your counselor . Your counselor will let you know what documentation is required. The documentation should meet the criteria set forth in the guidelines, located beginning on page 7 of this booklet. If you wish, you may sign a release of information and your counselor can fax a request to your medical provider.

PLEASE NOTE: An IEP or 504 plan alone is not accepted as documentation.

3. Once your campus Educational Accessibility counselor receives the required documentation, the counselor will discuss your functional limitations with you to determine what accommodations are needed. Your counselor will provide you with an 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 at least a week before general registration begins.

5. It is up to you to decide if you want to give the Accommodation Form to any or all of your instructors. If you decide to request accommodations from your instructors, you should schedule meetings with them about your needs early in the semester. TCC 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 Accommodation Form, signed by the student and the Educational Accessibility counselor. Students should maintain the original form signed by his or her instructor(s) and give each instructor a copy of the Accommodations Form. Copies will be provided by your Educational Accessibility counselor.
6. Accommodations are not retroactive and cannot be used by instructors to adjust grades prior to receipt of the Accommodation Form.
7. If your accommodations include taking tests in a quiet, non-distracting environment, it is up to your professor to get the test to the testing center, and it is your responsibility you to make the appointment to take the test with the testing center within the proscribed time your instructor indicates. It is a good idea to remind your instructors that they need to send your test to the testing center, especially at the beginning of each semester.

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 other class specific tutoring in the tutoring center
- Individual tutoring
- Career and transfer center
- Assistance with 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
- Video Phone Access
- Assistance in obtaining Braille, recorded books or E Text
- Braille services
- Readers for special materials such as reserve texts, syllabi, or selected handouts.
- Magnification software 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 wireless FM systems for students who are hard-of-hearing.
- 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 an appropriate Accommodations Form
- Individual evaluation for a specific Learning Disability as need determines
- 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
- Video Phone access

To best serve you, we request that you make an appointment at least 30 days before classes begin at your home campus.

Campus Contacts

Chesapeake Campus

1428 Cedar Road
Chesapeake, VA 23322
Student Development and Outreach
Constance Lawson
Phone: 757-822-5127
Fax: 757-822-5134

Norfolk Campus

315 Granby Street
Norfolk, VA 23510
Nicole Walker
Phone: 757-822-1226
Fax: 757-822-1214

Portsmouth Campus

120 Campus Drive
Portsmouth, VA 23701
Student Development
Ted Tyler
Phone: 757-822-2208
Fax: 757-686-5173

Virginia Beach Campus

1700 College Crescent
Virginia Beach, VA 23453
Counseling
Beth Callahan
Phone: 757-822-7223
Fax: 757-822-7346

Guidelines for Documentation of Specific Learning Disability Tidewater Community College

Tidewater Community College students seeking academic accommodations for a Specific Learning disability are asked required to submit documentation verifying their eligibility for academic accommodations. 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 should 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 un-prorated 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 Tests; or a compendium of instruments including the Test of Written Language [TOWL-2], Woodcock Reading Mastery Test-R should be supplemented. An evaluation of the student's current record of academic achievement in addition to 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 Subtest are acceptable.

- Testing should be current, which typically means within the last three years for older adolescents and young adults, and based upon adult norms., which means a\ comprehensive documentation for an evaluation completed after high school graduation or the eighteenth birthday. 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 should 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 instructions, 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, neuropsychologists, 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 should 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 should contain recommendations for reasonable accommodations suitable to a postsecondary academic setting.

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

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LDGUIDE.DOC revised 12/12

Guidelines for Documentation of Attention Deficit Disorder Tidewater Community College

Tidewater Community College students seeking academic accommodations for Attention Deficit Disorder are asked 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 should 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 preferred.

Testing should be current, which typically means within the last three years for older adolescents and adults. TCC Educational Accessibility is responsible to advise students that other institutions may require more stringent and timely documentation.

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ADHD.DOC 12/12**

Guidelines for Documentation of Medical Disability

Tidewater Community College

Tidewater Community College students seeking academic accommodations for medical disability are asked 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 should 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 Educational Accessibility and Campus Educational Accessibility Counselors are available to consult with diagnosticians regarding these guidelines.

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MED.DOC 12/12

Guidelines for Documentation of Psychological Disability Tidewater Community College

Tidewater Community College students seeking academic accommodations for psychological disability are asked 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 current DSM criteria and show clear and specific evidence of a disability that would substantially limit access to learning.
- Documentation should 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 should 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 Educational Accessibility and Campus Educational Accessibility Counselors are available to consult with diagnosticians regarding these guidelines.

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PSYCHOLOGICAL .Doc12/12**

Guidelines for Documentation of Psychiatric Conditions Tidewater Community College

Documentation for a psychiatric condition should include the following components:

1. A diagnosis by a **licensed**, Masters level clinical social worker (LICSW), psychologist or a psychiatrist, who is an impartial individual not related to the student.
2. A clear statement of the student's illness(es), including the current DSM-IV diagnosis (coded on Axis I or II) , a summary of the present symptoms and a prognosis.
3. Documentation should be **current** and describe how the student's psychiatric condition interferes with, or impacts, their ability to participate in the educational process.
4. Medical information relating to the impact of medication and/or treatment on the student's ability to participate in all aspects of the academic environment.
5. Suggestions of academic accommodations that **may** be appropriate in an educational environment supported by disability – related rationale.

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PSYCHIATRIC .DOC 12/12**

Guidelines for Documentation of a Visual Impairment Tidewater Community College

Documentation of a visual impairment should consist of a letter or report from an optometrist or ophthalmologist and must include the following:

1. An explanation of the extent of the individual's visual fields.
2. A specific diagnosis.
3. The degree of visual acuity.
4. Whether the condition is stable or progressive.
5. A statement of the functional limitation(s) caused by the disability.
6. Possible side effects of any prescribed aids or medication.
7. Whether visual aids are recommended.
8. Suggested recommendations for effective and reasonable accommodations.

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Visual.doc 12/12**

Guidelines for Documentation of a Head Injury/Traumatic Brain Injury

Tidewater Community College

Students applying for services and accommodations on the basis of a head injury/traumatic brain injury should submit documentation completed by practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include physicians, neurologists, licensed psychologists, neuropsychologists, and psychiatrists. Documentation must address the following:

- Clear statement of diagnosis of the head injury or traumatic brain injury.
- Date of diagnosis, along with prognosis that specifically states if the condition is expected to improve over time or if it is permanent.
- Summary of cognitive and achievement measures used and evaluation results.
- A diagnosis, including standardized scores or percentiles used to make the diagnosis, as well as a summary of present residual symptoms that meet the criteria for the diagnosis.
- Medical Information that includes the impact of any medication and side effects.

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