A Student Guide to Academic Access

Access Center
Nashville State Community College
120 White Bridge Road
Nashville, TN 37209

615-353-3741
615-353-3721
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Our Mission

Nashville State Community College is committed to offering a quality academic program to all qualified students while strictly maintaining the academic integrity of the institution.

Our Program

Access Center staff assist students who have documented physical, emotional, or learning disabilities. Access Service Coordinators assist eligible students with admissions, academic planning, registration, testing (including pre-admission testing and/or assessments), and communication with the faculty. The Access Center is administered through Student Services and provides services to students at all campus locations.

Did You Know?

- An estimated 49 million people, or about 20% of citizens have unique health profiles which qualify for access and accommodation under the Americans with Disabilities Act and Section 504 and 508 of the Rehabilitation Act of 1973. In addition, an estimated 25 million people have a severe disability and an estimated 35 million people, or 17.5% of the population, have a functional limitation (U.S. Census Bureau).

- An estimated 20.3 million families, or 29% of all families in the U.S., have at least one member with a disability (1990 Family Resource Supplement to the National Health Interview Survey).

- Around 10 percent of the world population, or 650 million people, live with some form of disability, comprising the world’s largest minority (UNICEF).

- Thousands of people with disabilities have been successful as small business owners, according to the U.S. Department of Labor. The 1990 national census revealed that people with disabilities tend to have a higher rate of self-employment and small business experience (12.2 percent) than those without disabilities (7.8 percent).

- Learning disabilities are specifically mentioned under section 504 of the Rehabilitation Act. Thus, students with learning differences qualify for accommodations.

- On July 26, 1990, President George H.W. Bush signed the Americans with Disabilities Act, which prohibits discrimination in employment, transportation, public accommodations, commercial facilities, telecommunications, and state and local government services.

- The programs and activities of every public institution of higher learning are covered by Title II of the American Disabilities Act of 1990.


- Nashville State Community College is continuing to improve access to campus and academic programs for students with disabilities. By striving to provide equal access, we open windows of opportunity for learning, while insuring the academic integrity of the college.
It’s the Law

ADA Legalities

No qualified individual shall, by reason of disability, be excluded from participation in, or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.

Disability

“Disability” is defined as a learning, physical or mental health condition that substantially limits one or more of the major life activities; a record of such condition is considered proof of its existence. A qualified individual with a disability is one who, with or without accommodation, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

Legal Requirements

Two of the primary laws that effect higher education and disability are Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990. Title II of ADA, as it is commonly referred to, states that:

“No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504, along with the Americans with Disabilities Act of 1990 (ADA), protects the rights of qualified individuals with disabilities. Section 504 contains more specific information regarding compliance issues in post-secondary institutions. However, the ADA legislation extends the law to private institutions of higher education as well as those receiving federal funding.

Section 504 defines a person with a disability as: “Any person who...

- has a physical or mental impairment which substantially limits one or more major life activities;
- has a record of such an impairment;
- is regarded as having such an impairment.

The ADA Protects Persons:

- with mobility challenges, paralysis, and those who use mobility devices.
- who have lost one or more limbs.
- who are blind or visually impaired.
- who are deaf or hard of hearing.
- who have emotional/psychological profiles including learning disabilities, Dyslexia, and Autism.
- with chronic medical diagnoses involving one or more body systems.
- with integumentary conditions, such as burn or surgical scars.
- with serious contagious or noncontagious diseases.
- who have suffered from drug or alcohol addiction in the past, but are not currently engaging in substance abuse.
NSCC is required to provide reasonable accommodations that allow students with disabilities equal access to an education. It is important to note that Sections 504 and 508 do not require institutions to alter their academic standards.

**As specified by Section 504, NSCC may not:**

- Limit the number of students with disabilities admitted
- Make pre-admission inquiries regarding whether or not a student has a disability
- Use admissions tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made
- Exclude an otherwise qualified student with a disability from any course of study
- Establish rules or policies that may adversely affect students with disabilities

**Responsibilities**

**The Access Center Will:**

- Provide qualified students the rights guaranteed under ADA.
- Arrange, coordinate, and/or provide disability-related support services to students.
- Advise faculty and staff on appropriate accommodations for students.
- Assist in planning for accessible campus facilities.
- Provide disability awareness training.
- Convey the needs of students with diverse abilities to the college
- Respect the confidentiality of the student.
- Encourage students towards self-representation and report.

**The Faculty and Staff Will:**

- Support the Access Center in carrying out appropriate accommodations in a reasonable and timely manner and in learning about the individual student’s needs.
- Refer students who might benefit from Access Center and Student Services resources.
- Consult the Access Center if you have any questions regarding the appropriateness of or the manner in which to facilitate the accommodations.

**The Student Will:**

- Voluntarily and confidentially disclose information regarding the nature and extent of a disability to the Access Center. The college does not assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.
- Plan ahead, register with the Access Center by providing documentation of the qualifying disability. Documentation may be medical, educational, psychological, or other appropriate evaluative information. Accommodations are made after the Access Center interview, and documentation is on file.
- Contact instructors to privately discuss accommodations, preferably during their office hours.
- Plan ahead, accept the responsibility of learning, work with our free tutors, and engage in self-report.
Community Resources and Support

The Access Services Coordinators will be glad to discuss any concerns about your academic plan and make appropriate referrals for further evaluations, testing, or agency support services in the community.

Vocational Rehabilitation is a federal and state funded agency which provides services for employment training or post-secondary education. It provides diagnostic and career interest assessments which determine the extent and nature of services. They also offer employment opportunities, counseling, and guidance services. A list of other community services can be found in the resource appendixes.

Steps to Success

Procedures for Admissions, Registering for Classes, and Creating the ADA Academic Plan:

1. Complete the NSCC Admissions application process. Send the application, high school and/or college transcripts, GED, ACT scores, and immunization records to the Admissions Office. Register online for Federal and State Financial aid by going to www.fafsa.gov.

2. If a client of Vocational Rehabilitation, communicate with your Voc Rehab counselor regarding tuition payment and needed technology. Touch base with the Financial Aid office about FAFSA.

3. Contact the Access Center in K-106 (615-353-3741 or 353-3721). Do this as soon as possible, to set up an interview appointment to register with our office. Please bring medical or psychological educational documentation with you to the interview.

4. Attend Orientation, schedule a visit with an Academic Advisor to prepare your class schedule.

5. Prior to the beginning of the semester, schedule a time with an Access Services Coordinator to complete the ADA Accommodation email for communication with the faculty. Bring schedule.

6. Share ADA plan with your instructors, ask them to send tests to the Testing Center if you receive extended time in a less distracting area. Schedule with Access Center if you use a Reader/Scribe.

7. Continue communicating with the Access Center throughout the semester. If you choose to delay registering for accommodations, but later realize it would be of benefit, you may still schedule an appointment with the Access Center during the semester.
How to Receive Assistance from Access Center

In order to receive assistance from the Access Center, you must supply appropriate student contact and diagnostic documentation to the office. We are required by law to have verification of the diagnosis that qualifies you to receive services.

Documentation Guidelines:

The Access Services Coordinators are responsible for creating the ADA academic plan based on the student’s health profile. A student who plans on requesting accommodations may call or visit the Access Center to discuss his/her disability and submit the appropriate documentation.

The following guideline checklist is provided to assist the student in obtaining documentation to accompany the request for accommodations.

___ Qualified impartial professional with experience and expertise in the area for which accommodations are being requested; not a family member.

___ Letterhead (name, area of specialization, employment, address, and phone)

___ Dates of initial testing/diagnosis and current evaluation (the timeline for documentation is usually 1-5 years old, however, there is flexibility in accepting documentation that is older in certain circumstances.

___ A clear diagnostic statement of the disability/illness and degree of severity.

___ Description of current residual symptoms and the impact the disability has on the student’s functioning in a postsecondary environment (disability must substantially limit a major life activity, e.g. learning, or significantly restrict the condition, manner or duration under which a major life activity is performed)

___ Statement of positive/negative effect of medication on the student’s functioning in the post-secondary environment.

___ Recommended accommodations in the post-secondary setting with rationale.

___ For LD/ADHD only: Neuropsychological or psychological-educational assessment results which meet diagnostic criteria for specific learning disability, including evaluation instruments and procedures.

Availability:

The Access Services Coordinators are committed to being available during normal business hours and beyond. Although you are always welcome to “pop-in,” it is strongly encouraged that you call and make an appointment to ensure that someone is available for you. Access Center office hours are typically from 8 a.m. - 6:00 p.m., Monday through Thursday. Fridays and the day before student holidays will be 8:00 a.m. - 4:30 p.m. Special arrangements can be made for evening meetings, as needed.
Accommodation Process

What is an accommodation?

An accommodation is a legally mandated modification that gives a student with a disability an equal opportunity to benefit from the educational process. Accommodations are not meant to give a student an advantage. They do not lower academic standards or compromise the integrity of an academic program. Academic, conduct and technical standards will be maintained.

What is a reasonable accommodation?

1. A reasonable accommodation is any modification or adjustment that will allow a student with a disability to perform in a program or have the same rights and privileges as students without disabilities as well as benefit from all educational programs and activities.
2. Reasonable accommodations make it possible for a student with a disability to participate fully in the educational program and for the faculty member to fairly evaluate the student's understanding of the material without interference from the disability.

To receive the best benefit from your accommodations, please set up an appointment with your Access Services Coordinator, preferably prior to the start of the semester, to complete the student contact form and to provide the health profile documentation. We will complete the online accommodation form to email the instructors. It is your responsibility to touch base with your instructors about your classroom, online, and testing accommodations. Below are some guidelines that will help.

How to Talk to Access Services Coordinators and Instructors about Accommodations

This is a list of questions to ask yourself as you prepare to discuss your accommodations:

• If you have a health condition impacting mobility, how will you best get to class?
• Where is the best place for you to sit? Up front to see and hear the lecture better? Near door?
• Are you able to take lecture notes? If not, what will you do? Audio Record? Ask for a volunteer note taker? Request that lecture slides be emailed or posted to D2L course page?
• Do you usually understand classroom lectures? If not, what will you do? Ask questions or email questions to your instructor? Stop by the instructor’s office during the posted office hours? Check tutoring schedule in the Learning Resource Center? Visit tutors daily or weekly?
• What will you need to take tests: reader, scribe, extended testing time, less distracting area?
• Do you have speech differences? What is your preferred method to communicate with your instructors and participate in class discussions?
• How will you handle in-class reading and writing assignments?
• How will you handle lab assignments?

Talk through your desired accommodations. You may do this with family, friends, or the Access Services Coordinators until you feel comfortable talking about the ADA Accommodation plan.
Find out more about your health profile and your academic needs. Discuss your health profile with your parents, mentor, or treatment professional who can explain specific access and accommodation needs.

Be open to suggestions. Talk to Access Services Coordinators, instructors or other students about creative ways to handle course access.

Be positive. Your assurances that you can handle the coursework with accommodations will help create a positive atmosphere with your instructors. If you cannot think of a way to handle a situation, tell the instructors you really want to do the work and you need help finding a way to accomplish it. You may be surprised at the creative solutions you, the instructors and the Access Center will come up with.

Approaching the Instructors:

1. Meet with instructors and refer them to the email to be sent by the Access Services Coordinators.
2. During your meeting with the instructor, be prepared to discuss the following:
   a. My areas of strength include….
   b. My areas of accommodation include….
   c. To equalize my chances of success in the classroom, I would benefit from the following accommodations…
   d. It is important to me to do well in this class, therefore I will be doing the following things to ensure my success….
3. Print a copy of the emailed ADA Accommodation Plan and keep a copy with you on campus.

Depending on Health Profile, Accommodations and/or Academic Adjustments may include:

- Registration Assistance
- Up-front Seating
- Use of Calculator and/or formula card
- Textbooks in PDF, Text only or HTML Format
- Recording Lectures
- Large Print
- Flexible Deadlines
- Extended Test Time
- Adaptive Technology
- Reduced Distraction Testing Areas
- Individualized Testing
- Use of a Reader and/or Scribe for Testing or Note Taker in classroom
Possible Additional Resources:

Access Center is responsible for arranging appropriate auxiliary aids when requested by qualified, registered students with advance notice.

- Adaptive Keyboard/Computer Stations
- ASL Interpreter
- OCR/CCTV Magnifier
- Ease of Access Narrator/Magnifier
- Ease of Access Voice Recognition
- FM Sound Amplification System
- Freedom Scientific Jaws/Magic Software
- Campus use of Document Scanner or Printer
- Study Room/Learning Resource Center tutors
- VRS P3 calls S bldg. Security Desk

Why Should I Register With Access Center

You may register with the office confidentially and without obligation to use the services, therefore, if you need the services in the future, you will be set up and ready to go.

Nationwide statistics show that students diagnosed with a disability who use ADA services average the same GPA as every other student.

College is very different from high school. Why not use our services for at least a year and then make your decision. The choices you make now will help create greater access to accomplishing your academic goals.

The services are absolutely FREE.
Personal Care Attendant

Students needing a personal care attendant must arrange for this service privately. The attendant may also provide academic assistance as a note taker, scribe, page turner, equipment setup, etc. The attendant must not participate in classroom discussion or interfere in any way with classroom protocol and procedures.

Our Commitment

NSCC makes every reasonable effort to academically accommodate individuals with disabilities. In keeping with this commitment, Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student with a disability so he/she can participate in activities, services, and programs.

Hiring a PCA

For the student who requires PCA services to have the same independent experience as all other college students, it is in the student's best interest to hire an impartial PCA who is not a family member or a close friend. Students who require PCA services must make arrangements to provide and pay for his/her own personal care attendant. NSCC does not assume coordination of, financial responsibility for, or legal liability for PCAs.

Securing a PCA

Students should secure a PCA prior to attending class or any college-related activity. NSCC does not provide PCA services on an interim basis. Students should create a contract for services to be rendered by the PCA, and have this signed and in place in advance of the starting date for each semester.

Students should have a back-up plan in mind should the primary PCA become ill or is otherwise unable to attend class or scheduled activity in which the student wants to participate.

PCA Obligations and Expectations

PCAs are obligated to follow the same rules of behavior as other members of the campus community. The responsibility of a PCA is limited to providing services for the student that the student is unable to provide for himself, such as rest rooming or feeding. If the PCA accompanies the student into the classroom to provide assistance, the PCA should be an invisible member of the class, and should not participate in class discussions, ask, or answer questions unless specifically directed to do so by the student who employs the PCA. If inappropriate behavior by the PCA is reported to the Access Center, an investigation will be conducted by the Dean for Students and, if applicable, the PCA will be removed from campus.

The PCA should keep any information regarding the student confidential, and should not share it with faculty or staff unless directed to do so by the student.
How is College Different than High School?

There are too many differences between high school and college to mention them all. However, here are a few important distinctions. Understanding the differences, then making appropriate adjustments will positively impact your college education.

In High School, services are provided under IDEA or Sections 504/508. In college, services are provided under sections 504/508 of the Rehabilitation Act and The American with Disabilities Act. In high school, school districts are responsible for identifying and evaluating the student’s disability at no cost to student or family.

Guiding Principles:

<table>
<thead>
<tr>
<th>Following the Rules in High School -</th>
<th>Choosing Responsibly in College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will often be told what to do and be corrected if your behavior is out of control.</td>
<td>You are expected to take responsibility for what you do or do not do, as well as for the ultimate consequences of your decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Going to High School Classes</th>
<th>Succeeding in College Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will usually be told in class what you need to learn from assigned readings.</td>
<td>It’s up to you to read and understand the assigned readings. The lectures and assignments proceed from the assumption that you’ve already done so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Teachers</th>
<th>College Professors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school is a teaching environment in which you acquire facts and skills.</td>
<td>College is a learning environment in which you take responsibility for thinking through and applying what you have learned.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Tests in High School</th>
<th>Tests in College</th>
</tr>
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<tbody>
<tr>
<td>Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown to solve.</td>
<td>Mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems</td>
</tr>
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<thead>
<tr>
<th>Grades in High School</th>
<th>Grades in College</th>
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<tbody>
<tr>
<td>Effort counts. Courses are usually structured to reward a “good-faith effort”</td>
<td>Results count. “Good-faith effort” is important to achieving good results, it will not substitute for results in the grading process.</td>
</tr>
</tbody>
</table>

How to make the transition to college:

- Take control of your education, think of yourself as a scholar.
- Get to know your professors, they are your single greatest resource.
- Be assertive. Create your own support system, and seek help when you realize you may need it.
- Take advantage of the LRC – Learning Resource Center, work with a tutor, go to free workshops.
- Take control of your time. Plan ahead to satisfy academic obligations, fit in lesser obligations.
- Think beyond the moment: set goals for the semester, the year, your college career.
- Stretch yourself, avoid taking the easy way out, go the extra mile with research and projects.
- Make thoughtful decisions: don’t drop any course too quickly, seek the guidance of your advisor.
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ACCESS Club Communication Etiquette

ACCESS Club is a NSCC student organization. ACCESS Club stands for Adapt, Create Community, and Engage Student Success. The club is for students who are registered with the Access Center and supporters of the Access Center. We meet monthly, enjoy snacks, and share questions, concerns, and celebrations about college life.

1. When talking with a person with a disability, speak directly to the person or persons you are addressing rather than through a companion or to a sign language interpreter.

2. When introduced, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)

3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions. If you would like assistance, please ask.

5. Treat adults as adults. Address people by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs or scooters for mobility by patting them on the head or shoulder.)

6. Leaning on or hanging on to a person’s wheelchair is similar to leaning on or hanging on to a person and is generally considered annoying. The chair is a part of the personal body space of the person who uses it.

7. Listen attentively when you’re talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip-read, be sensitive to their needs by placing yourself so that you face the light source and keeping hands, and food away from your mouth when speaking.

10. Relax. Don’t be embarrassed if you happen to use accepted, common expressions such as “See you later,” or “Did you hear that?” that seem to relate to a person’s disability. Don’t be afraid to ask questions when you’re unsure of what to do.

Source: Adapted from many sources including the United Cerebral Palsy Association, Inc. and updated by Irene M. Ward & Associates (Columbus, Ohio) as a public service.
Campus Resources

Student Services

Access Center
*Assistance with ADA Academic plans for students who have documented disabilities*
Phone: (615) 353-3721
Phone: (615) 353-3741
K-106

Admissions
S-215
(615)-353-3215
recruiting@nscc.edu

Admission Counselors
Admissions Counselors
Phone: 615-353-3214 or 615-353-3293
Fax: 615-353-3243

Bookstore
*Books and Supplies, Snacks and Spirit Wear*
S-206
(615)-353-3316
www.bookstore@nscc.edu

Career Service Office
*Career and employment information, Placement assistance*
Co-op opportunities
Student support
Office Hours: 8:30 am to 4:30 pm, or by appointment, Monday-Thursday
C-206
(615)-353-3248
careerservice@nscc.edu

Counseling Services
*Free to all NSCC students*
counseling@nscc.edu

Financial Aid
*Sources for federal and state assistance*
Scholarships
*Free application for federal student aid* [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
Office Hours: 8:30 am to 5:30 pm, or by appointment, Monday-Thursday, 8:00 – 4:30 on Friday
C-205
(615)-353-3250
financial.aid@nscc.edu
Food Service
*First Floor of Student Services building*
- Breakfast 7:00 am – 10:00 am
- Lunch 11:00-1:30 pm

Records
*Registration*
*Add/Drop*
*Transfer Articulation*
*Change of Major*
*Transcript Request*
*Intent to Graduate*
*Veterans Services*
*Forms available online*
- Office Hours: Monday-Thursday 8:00 AM – 5:30 PM
  - Friday 8:00 AM – 4:30 PM
- Email: records@nscc.edu
- Phone: (615) 353-3218
  - S-207

Student Life
*Campus Activities*
*Workshops*
*Honors, social & professional clubs*
- C-103
  - (615)-353-3026
  - studentlife@nscc.edu

Academic Services

**Academic Advisors**
*Computer and Engineering Technologies*
- Phone: (615) 353-3475
  - W-70

*Business, and Applied Arts*
- Phone: (615) 353-3400
  - C-237

*English, Humanities and Arts*
- Phone: (615) 353-3531
  - H-222H

*Health & Life Sciences, Early Childhood Education, Law Enforcement, Social Sciences, Languages, and Social Services*
- Phone: (615) 353-3347
  - D--115

*Math and Natural Sciences*
- Phone: (615) 353-3369
  - K-240
Computer Lab and Computer Services Help Desk
Available for student use
Help with technical problems
C-219
(615)-353-3678
helpdesk@nscc.edu

ESL
English placement testing for non-native English speakers
Assistance with course registration
Office located in D Building, D-09
Office Hours: Monday-Friday 8:00 AM - 4:30 PM

Learning Center and Tutoring
Free drop-in academic assistance, Computer use
Person-to-person tutoring, Online tutoring services
Computer use
Office Hours: Monday-Thursday 7:45 AM - 7:00 PM
            Friday 7:45 AM – 4:30 PM
            Saturday 9:00 AM – 12:00 PM
Email: carolyn.frye@nscc.edu
Phone: (615) 353-3551
K-164

Library
Hours: Monday-Thursday 7:30 AM - 8:00 PM
       Friday 7:35 AM – 4:30 PM
       Saturday 9:00 AM – 2:00 PM
Email: www.nscc.edu/academics/library
Phone: (615) 353-3555
K-150

Online Learning
Office Hours: Monday-Thursday 8:00 AM – 5:30 PM
Phone: (615) 353-3401
Office located in Weld Building, W-35
Shelley Gross-Gray, Director of Online Learning
E-mail: Shelley.Gross-Gray@nscc.edu
Doug Jameson, Coordinator of Online Learning
E-mail: Doug.Jameson@nscc.edu

Testing Center
ACT, Compass, CLEP
Placement Exams, Classroom make-up exams, TN eCampus
Exceptions: semester break/school holidays)
Office Hours: Monday-Thursday 8:30 AM – 7:30 PM
            Friday 8:00 AM – 4:30 PM
            Saturday 9:00 AM – 2:00 PM
Email: testing.center@nscc.edu
Phone: (615) 353-3564
S-217
Accessibility Resources

24 hour Crisis Line, (615) 244-7444, answered by trained staff/volunteers.

AccessRide
430 Myatt Dr.
Nashville, TN 37115
(1) (615) 862-5950
Nashville Metropolitan Transit Authority

ADA.gov (United States Department of Justice Civil Rights Division)
Information and Technical Assistance on the Americans with Disabilities Act

American Disabled for Attendant Programs Today (ADAPT)
201 S Cherokee
Denver, CO 80223
(1) (303) 733-9324
Americans Disabled for Accessible Public Transit

Association on Higher Education & Disability (AHEAD)
107 Commerce Centre Dr., Suite 204
Huntersville, NC 28078
(1) (704) 947-7779 * (f) (704) 948-7779
Association on Higher Education & Disability (AHEAD)

Centerstone (mental health counseling)
1101 6th Ave. N
Nashville, TN 37208
(1) (615) 463-6600 * (f) (615) 463-6603
Centerstone (mental health counseling), or student may e-mail counseling@nscc.edu for a provider referral

Child Care Resource and Referral
www.tncrr.org

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
4601 Presidents Dr., Suite 300
Lanham, MD 20706
(1) (301) 306-7070 * (f) (301) 306-7090
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

Coalition for Tennesseans with Disabilities
480 Craighead Street
Nashville, TN 37204
(1) (615) 383-9442
Coalition for Tennesseans with Disabilities
Family & Children’s Service
Nashville, TN
(t) (615) 320-0591 * (f) (615) 321-3906
24 hour Crisis Line (615) 244-7444
Family & Children’s Service

Families First
Assistance with child care
(615)-532-4000

The George Washington University Resource Center
National Clearinghouse on Post-secondary Education for Individuals with Disabilities
2134 G St., NW
Washington, DC 20052
(t) (202) 973-0904 * (TTY) (800) 544-3284 * (f) (202) 973-0908
The George Washington University Resource Center

Hearing Bridges
935 Edgehill Ave.
Nashville, TN 37203
(TTY) (615) 248-8828 * Video (615) 290-5147
Hearing Bridges Serving the Deaf, Hard of Hearing, and Hearing Communities

Job Accommodation Network (JAN)
(V/TTY) (800) 526-7234
Job Accommodation Network (JAN)

Learning Ally (alternate media text books)
20 Roszel Road
Princeton, NJ 08540
(TTY) (800) 221-4792
LearningAlly.org

Matthew Walker Comprehensive Health Center
1035 14th Ave. North
Nashville, TN 37208
(t) 615 327-6033
Matthew Walker Comprehensive Health Center

Middle Tennessee 211
Child care referral and financial assistance information
Dial 2-1-1
www.tn211.org

Nashville Career Advancement Center
Career assistance and financial assistance if qualify
(615) 862-8890
www.ncacworkforce.org
Parker Panovec Faith Family Medical Center
326 21st Ave North
Nashville, TN 37203
(t) (615) 341-0808
Parker Panovec Faith Family Medical Center

Pepnet 2 (Technology assistance for Deaf or Hard of Hearing)
(t) (414) 892-7044 * (Voice) (503) 838-8642,
Pepnet 2 (Technology assistance for Deaf or Hard of Hearing)

Siloam Health Center
820 Gale Ln.
Nashville, TN 37204
(t) (615) 298-5406
Siloam Health Center

Technology Access Center
475 Metroplex Dr. #301
Nashville, TN 37211
(t) (615) 248-6733
Technology Access Center (Nashville)

Tennessee Department of Human Services
Child care resources and certificates
(615)-313-4700
www.state.tn.us/humanserv

Tennessee Electronic Library (database research resources)
Tennessee State Library and Archives
403 7th Ave. N
Nashville, TN 37243
(t) (615) 532-4627
Tennessee Electronic Library

Tennessee Library for the Blind and Physically Handicapped
403 7th Ave. North
Nashville, TN 37243
(Toll Free) (800) 342-3308 * (t) (615) 741-3915 * (f) (615) 532-8856
Tennessee Library for the Blind and Physically Handicapped

Tennessee Mental Health and Substance Abuse Services
Andrew Jackson Building
500 Deaderick St.
Nashville, TN 37243
(t) (615) 532-6500 * (f) (615) 532-6514
Tennessee Mental Health and Substance Abuse Services
Registering to Vote

All citizens of the United States, and residents residing in Tennessee, who are or will be 18 years old, or older than 18 years old on or before the date of the next election may register to vote unless disqualified under the law (e.g. convicted of a felony). You may print a voter registration form at the following website: http://sos.tn.gov/elections/election-information. If you have any questions or need voter registration assistance, you may contact Student Life in the Student Services Center.
Additional Resources

Career Opportunities for Student with Disability  
Improves the employment rate of college students and recent graduates with disabilities on a national basis.  [www.cosdonline.org](http://www.cosdonline.org)

Child Care Resource and Referral

Disabilities, Opportunities, Internetworking, Technology  
Promotes the success of individuals with disabilities in postsecondary education and careers, using technology as an empowering tool.  [www.washington.edu/doit](http://www.washington.edu/doit)

Equal Access to Software and Information (EASI)  
Premiere provider of online training on accessible information technology for persons with disabilities.  [www.people.rit.edu/easi](http://www.people.rit.edu/easi)

Know Your Rights and Responsibilities  
Provides information for students with disabilities preparing for postsecondary education.  [www.ed.gov/about/offices/list/ocr/transition.html](http://www.ed.gov/about/offices/list/ocr/transition.html)

Job Accommodation Network  
Leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues.  [www.askjan.org](http://www.askjan.org)

Learning Ally  
Formerly “Recording for the Blind & Dyslexic,” Learning Ally serves those who cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities.  [http://www.learningally.org/](http://www.learningally.org/)

Learning Disability Association of America  
Provides support to people with learning disabilities, their parents, teachers, and other professionals.  [www.idanatl.org](http://www.idanatl.org)

LD Online  
World’s leading website on learning disability and ADHD  [www.ldonline.org](http://www.ldonline.org)

Library for the Blind and Physically Disabled  
Provides braille, recorded, and large print materials to residents of Tennessee who are not able to use standard print materials due to a visual or physical disability.  [www.tennessee.gov/tsla/lbph.index.htm](http://www.tennessee.gov/tsla/lbph.index.htm)

National Center on Secondary Education and Transition  
Offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.  [www.ncset.org](http://www.ncset.org)

PEPNet  
Postsecondary Education Programs consortium (or affiliation) for students who are deaf and hard of hearing.  [www.pepnet.org](http://www.pepnet.org)
Scholarships for Students with Disabilities

DISCLAIMER: NSCC does not provide the following scholarships to the students. The following information is retrieved from Disability.Gov and can be found at https://www.disability.gov/scholarships-specifically-students-disabilities/

In addition to the scholarships that are available to the general public (including those offered by the universities or colleges), there are many scholarships specifically for students with disabilities. Here are some of the examples:

- Council for Exceptional Children (CEC) Scholarships recognize outstanding student members and CEC student chapter advisors who make significant contributions to CEC and exceptional children (fall deadline).
- The disABLEDperson.com Scholarship Competition asks students to write an essay for the chance to win a $1,000 scholarship (spring deadline).
- Newcombe Scholarships for Students with Disabilities are grants paid directly to colleges or universities to help students with disabilities who demonstrate financial need.
- The American Association of Health & Disability (AAHD) Scholarship Program is for students who are full-time undergraduates (freshman or greater status) or part-time or full-time graduate students. You must provide documentation of a disability. (Applicants who have not yet graduated from high school will not be considered.)
- The Business Plan Scholarship for Students with Disabilities is a $1,000 scholarship open to undergraduate or graduate students with disabilities who’ve written a business plan for a class, competition or to start a business. Submit a 500 to 1,000 word essay on what you learned from writing a business plan to mprosser@fitsmallbusiness.com (spring and winter deadlines).

For Students Who Are Blind

- American Foundation for the Blind awards scholarships from $500 to $3,500 to students who are blind or visually impaired (spring deadline).
- The American Council of the Blind awards scholarships to students who are legally blind. A 3.3 cumulative point average is usually required (spring deadline).
- The Association of Blind Citizens runs the Assistive Technology Fund, which covers 50 percent of the retail price of adaptive services or software for individuals who are legally blind (summer and winter deadlines).
- Christian Record Services for the Blind offers partial scholarships to young people who are legally blind to obtain a college education (spring deadline).
- Learning Ally’s Mary P. Oenslager Scholastic Achievement Awards are given to Learning Ally members who are blind or visually impaired and have received or will be receiving their bachelor’s, master’s or doctoral degree. The top three winners each receive a $6,000 scholarship and a chance to participate in a celebration in Washington, DC (spring deadline).
- The Lighthouse Guild scholarship program offers scholarships of up to $10,000 to help high school students who are legally blind pay for college (spring deadline).
- The National Federation of the Blind Scholarship Program offers many scholarships from $3,000 to $12,000 to college students who are blind, in recognition of their achievements (spring deadline).
- The United States Association of Blind Athletes (USABA) Copeland Scholarship is awarded to USABA members who are legally blind and enrolled at a two-year or four-year college, university or technical school as a full-time student (fall deadline).
For Students Who Are Deaf or Hard-of-Hearing

- The Alexander Graham Bell Scholarship Program offers scholarships for students who have moderately severe to profound hearing loss and are getting a bachelor’s, master’s or doctoral degree (spring deadline).
- Cochlear Americas has two scholarship programs – the Graeme Clark Scholarship, which is open to people who have the Nucleus ® Cochlear Implant, and the Anders Tjellstrom Scholarship, which is open to people who have the Baha ® System (fall deadline).
- The Gallaudet University Alumni Association provides financial assistance to graduates of Gallaudet University and other accredited colleges and universities who are deaf and are getting their graduate degree at colleges and universities not specifically for deaf or hard of hearing people (spring deadline).
- The Sertoma Hard of Hearing or Deaf Scholarship helps undergraduate students with clinically significant bilateral hearing loss pay for college (spring deadline).
- For Students with Learning Disabilities
  - LD Resources Foundation Awards help college students with learning disabilities pay for testing and in some cases award specific types of assistive technologies, such as Dragon Naturally Speaking (fall deadline).
  - National Center for Learning Disabilities (NCLD) Scholarships are offered to high school seniors with documented learning disabilities who are getting a higher education (winter deadline). NCLD also offers a list of scholarships for students with learning disabilities or attention deficit hyperactivity disorder (ADHD).
  - Learning Ally offers the Marion Huber Learning Through Listening Awards for outstanding students with print or learning disabilities. The top three winners each receive a $6,000 scholarship and a chance to participate in a celebration in Washington, DC (spring deadline).
  - P. Buckley Moss Foundation Scholarships and Awards offer financial assistance to high school seniors with learning disabilities who are getting a higher education or are planning a career in the visual arts (spring deadline).
  - RiSE Scholarships Foundation, Inc. offers scholarships for students who learn differently (winter deadline).
  - The Learning Disabilities Association of Iowa offers scholarships of $1,000 each to high school seniors planning to enroll in college or vocational programs (spring deadline).

For Students with Physical Disabilities

- The ChairScholars Foundation Scholarship Program gives high school seniors and college students up to $20,000 to help them attend a college or university (spring deadline).
- The National Amputation Foundation Scholarship offers $500 to full-time college students who have a major limb amputation and will be attending an accredited university (summer deadline).
- The 1800Wheelchair.com Scholarship is an essay competition that awards $500 to high school seniors and college students with or without a disability (spring deadline).
- The Paralyzed Veterans of America Scholarship Program awards scholarships to PVA members, spouses of PVA members or an unmarried child (under 24 years of age) who is a dependent.
For Students with Other Disabilities

- [The Cystic Fibrosis Scholarship Foundation](#) awards scholarships to students based on financial need, academic achievement and leadership (spring deadline).
- The [Dr. Angela E. Grant Memorial Scholarship Fund](#) gives awards to students affected by cancer. You must be a cancer survivor who is actively pursuing or planning to pursue a college education, or be an applicant with an immediate family member who has been diagnosed with cancer (spring deadline).
- The [Little People of America Scholarship Program](#) awards scholarships to students with and without disabilities. Priority is given to applicants who have a medically diagnosed form of dwarfism (spring deadline).
- The [Elizabeth Nash Foundation](#) awards scholarships from $1,000 to $2,500 to help people with cystic fibrosis pursue undergraduate and graduate degrees (spring deadline).
- [Google Lime Scholarship Program](#) awards $10,000 scholarships to undergraduate, graduate or Ph.D. computer science students with a disability currently enrolled at a university.
- [Ruby’s Rainbow](#) grants scholarships to adults with Down syndrome seeking post-secondary education, enrichment or vocational classes.
- The [Lilly Reintegration Scholarship](#) is for people diagnosed with bipolar disorder, schizophrenia, schizoaffective disorder or major depressive disorder.
- The [Microsoft DisAbility Scholarship](#) is awarded to high school seniors who plan on successfully completing a vocational or academic college program and have a financial need. The amount of this non-renewable scholarship is $5,000.
- The [Diabetes Scholars Foundation](#) program is available to incoming freshmen seeking a higher education at an accredited four-year university, college, technical or trade school. This scholarship recognizes students who are actively involved in the diabetes community and who have high academic performance (spring deadline).
- The [Eric Marder Scholarship Program](#) awards scholarships to undergraduate students living with primary immunodeficiency diseases who plan on completing their post-secondary education (spring deadline).
- The [National Multiple Sclerosis (MS) Society Scholarship Program](#) offers scholarships to high school seniors with MS, or who have a parent with MS, and will be attending an accredited postsecondary school for the first time. Learn more by reading the FAQs. (winter deadline).
- [Hemophilia Foundation of America Scholarships](#) awards ten scholarships of $1,500 each to promising students with bleeding disorders (spring deadline).
- The [Able Flight Training Scholarship Program](#) offers flight and career training scholarships for people with disabilities who want to learn how to fly or train for a career in aviation.
- The [Hydrocephalus Association’s Scholarship Program](#) provides $1,000 scholarships to promising young adults with hydrocephalus (spring deadline).
- The [UCB Family Epilepsy Scholarship Program](#) offers educational scholarships to people living with epilepsy, family members and caregivers who demonstrate academic and personal achievement (spring deadline).
- [Organization for Autism Research Scholarship Program](#) people with an autism diagnosis (DSM-IV or later criteria) pursuing full-time, post-secondary, undergraduate education or vocational-technical training.
- [Through the Looking Glass](#) offers scholarships for students who have at least one parent with a disability. To qualify, you must be a high school senior planning to attend college or technical school, or currently in college or technical school. (spring deadline).
Satellite Campus Locations

**Nashville Campus**

**Phone Number:**
615-353-3333 • 800-272-7363

**Address:**
120 White Bridge Pk.
Nashville, TN 37209

**Cookeville**

**Phone Number:**
931-520-0551

**Fax Number:**
931-520-0017

**Address:**
1000 Neal Street
Cookeville, TN 38501

**Clarksville Campus**

**Phone Number:**
931-472-3450

**Fax Number:**
931-472-3468

**Address:**
1760 Wilma Rudolph Blvd.
Clarksville, TN 37040

**Dickson Campus**

**Phone Number:**
615-740-5998

**Fax Number:**
615-446-5074

**Address:**
Renaissance Center
855 Highway 46 S
Dickson, TN 37055

**Humphreys County**

**Phone Number:**
931-296-1739

**Fax Number:**
931-296-1769

**Address:**
695 Holly Lane
Waverly, TN 37185

**Southeast Campus**

**Phone Number:**
615-780-2760

**Address:**
5248 Hickory Hollow Pkwy
Antioch, TN 37013