

The Office for Students with Disabilities

VALENCIA COLLEGE

Student Handbook

East Campus

Building 5, Room 216

Phone: 407-582-2229

Fax: 407-582-8908

West Campus

Building SSB, Room 102

Phone: 407-582-1523

Fax: 407-582-1326

Osceola Campus

Building 2, Room 102

Phone: 407-582-4167

Fax: 407-582-4804

Winter Park Campus

Building 1, Room 212

Phone: 407-582-6887

Fax: 407-582-6841

* For appointments at Lake Nona Campus, call 407-582-4167.

* For appointment at Poinciana Campus, call 407-582-4167.

College-wide TTY number for Deaf/Hard of Hearing Students:
407-582-1222.

This handbook is also available on the OSD website. Due to necessary revisions that may occur throughout the academic year, this issue may become outdated without notification. Therefore, the current website version is considered the official OSD handbook – it is found at <http://valenciacollege.edu/office-for-students-with-disabilities/current-students.cfm>

Sorenson Videophone Locations:

Sorenson videophones are for use by our Deaf and Hard of Hearing staff and students.

East campus

Building 4, Room **101** (ASC), SVRS: **407-374-1561**

Building 5, Room **2016** (OSD), SVRS: **407-374-1564**

Lake Nona campus

Building 1, Room **230** (Tutoring Center), SVRS: **407-233-0734**

Osceola campus

Building 2, Room **102** (OSD), SVRS: **321-250-5059**

Building 3, Room **100** (Tutoring Center), SVRS: **321-250-9867**

Poinciana campus

Building 1, Room **231** (Tutoring Center), SVRS: **321-250-2933**

West campus

SSB, Room **102** (OSD), SVRS: **407-992-8941**

Building 6, Room **101** (Computer Lab), SVRS: **321-558-7166**

Winter Park campus

Building 1, Room **136** (CSSC), SVRS: **321-280-2775**

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Mission Statement

The Office for Students with Disabilities (OSD) is committed to the fulfillment of equal educational opportunity, autonomy, and full inclusion for students with disabilities. The OSD exists to determine and ensure appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy, to educate the Valencia community about disabilities, and to ensure compliance with the ADA, ADAAA and Section 504 of the Rehabilitation ACT.

Objectives

1. To facilitate the highest levels of educational excellence and potential quality of life for students with disabilities
2. To support the institution's academic standards
3. To achieve the highest levels of competence and integrity in all areas of assistance to students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of a student's disability
4. To continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery
5. To be actively engaged in supporting and clarifying institutional, state, and federal laws, policies, and procedures applicable to the delivery of services for students with disabilities

Confidentiality

All documentation provided to the Office for Students with Disabilities will be strictly confidential. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent (6Hx28:10-09).

Nondiscrimination and Equal Opportunity

Valencia College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination, or intimidation. Valencia College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students and others affiliated with the College without regard to race, color, national origin, age, religion,

disability, marital status, gender, and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations.

The process for students to file a grievance is listed in the College Catalog Appendix: Resolution of Issues and on page 26 of this Student Handbook.

Who is Eligible?

Valencia College provides services to all qualified students with disabilities as defined by law.

No otherwise qualified individual with a disability in shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance (Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. § 794)

A qualified individual with a disability means:

...an individual who, with or without reasonable accommodations to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential requirements for the receipt of services or the participation in programs or activities... (Americans with Disabilities Act of 1990

42 U.S.C. §12131 [Sec. 201.]

The definition of a disability includes a person who:

- has a physical or mental impairment which substantially limits one or more of such a person's major life activities
- has a record of such impairment, or
- is regarded as having such impairment.(Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. [Part 104])

A "qualified" person with a disability is defined as one... "who meets the academic and technical standards requisite to admission or participation in the education program or activity."

Section 504 of the Rehabilitation Act of 1973 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment
Cerebral Palsy
Deafness/hearing impairment
Epilepsy/seizure disorders
Orthopedic/mobility impairment
Specific learning disability
Speech/language disorders
Tourette's syndrome
Spinal cord injury
Psychiatric disability
Muscular Dystrophy
Multiple Sclerosis
Arthritis
Cancer
Traumatic brain injury
AIDS

Responsibilities

Students with disabilities have the responsibility to:

- meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities
- identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary
- provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities and facilities
- follow established procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services
- meet and abide by the College's academic, conduct and technical standards

Students are also responsible for contacting the Office for Students with Disabilities if reasonable academic adjustments or accommodations are not implemented in an effective or timely way.

Valencia College has the responsibility to:

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- evaluate students on their abilities and not their disabilities

- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities and facilities
- maintain appropriate confidentiality of records and communication

OSD Registration Process

The first step in the eligibility process is to submit appropriate documentation of disability to the Office for Students with Disabilities (OSD). The documentation provided must establish the individual as a person with a disability and provides a rationale for reasonable accommodations. The College is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with disability.

In order to request accommodations from the College, the student must complete the following steps in the Office for Students with Disabilities registration process:

- Provide appropriate documentation of the disability for which accommodations are being requested
- Meet with an OSD advisor to review documentation, request reasonable accommodations and complete the student intake process
- Notify the instructor of the approved accommodation through the NTI form

Until all steps of the registration process have been completed, the student will be considered pending with OSD and will not be eligible for services or accommodations. Incomplete files will be kept for one term and then destroyed. The student may, however, begin the process again at any time.

Disability Related Documentation

The Office for Students with Disabilities will follow a timeline that allows for one week (from the date we receive the report) to review the report and/or diagnostic evaluation: after which, we will schedule an appointment to meet with the student and discuss the request and appropriate accommodations (if necessary).

All documentation must be a typed letter or report on letterhead and include disability related evidence as stated in the below categories. At the very minimum reports should include the following information as listed below:

The professional documenting the disability must be identified by name, title, and professional credentials, provide information about license or certification as well as the area(s) of specialization, employment, and the state/province in which the individual

practices. This information should be clearly stated within the documentation. It is typically not permissible for the diagnostician to be a family member or close friend. In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document.

The American with Disabilities Act, (Public Law 101-336, 1990) defines a disability as a physical or psychological impairment that substantially limits one or more major life activities, (i.e. learning, walking, talking, seeing, hearing, taking care of one's self). The provision of reasonable accommodations is based on an assessment of the current impact of the student's disability. As the manifestations of a disability may vary over time and in different settings, in most cases evaluations should have been conducted within the past year (i.e. low vision or neuromuscular conditions are often subject to change and should be updated for current functioning). Documentation should validate the need for services based on the individual's current level of functioning in the educational setting

Disability Documentation Guidelines

In order to provide reasonable, effective and appropriate academic accommodations to students at Valencia College who have disabilities, The Office for Students with Disabilities (OSD) requires students to provide recent, relevant and comprehensive medical documentation of the disability and the disability's impact on the student's participation in a course, program, or activity.

"A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact."

~ Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act (ADA)

The student will also have the opportunity to discuss the impact of the disability on his or her academic performance, as well as discuss what accommodation has worked and what has not been effective.

Therefore, the documentation provided by the student must include the following information:

Documentation from Professionals

- Documentation reflects a specific diagnosis or condition and the current functional limitations or academic barriers presented by the disability; i.e., how does the disability create a barrier for the student academically?
- Include a DSM-IV code where appropriate.

- If medications are taken, identify the side effects that impact academic performance.
- Typed letters on official letterhead, psycho-educational evaluation reports (with scores), or neuropsychological evaluation reports (with scores) are preferred. Letters must be signed by an evaluator qualified to make the diagnosis, and include information about license or certification, background and area of specialization.
- Documentation must be dated and signed by the physician or evaluator.

Incomplete or Insufficient Documentation of Disability

- Hand written notes on prescription (Rx) pads are not sufficient.
- Individualized Educational Plans (IEP) and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient documentation, unless they contain required information. However, as they contain information about a history of a disability limited accommodations may be available with a current IEP.

Guidelines for Documenting Disability by Category

Attention Deficit/Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD)

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to the ADHD or ADD in the academic environment is crucial; i.e. “How does ADHD or ADD impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Autism Spectrum Disorder

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance. Information regarding functional limitations or barriers connected to Asperger’s Syndrome or Autism Spectrum Disorder in the academic environment is crucial; i.e. “How does the Asperger’s or Autism Spectrum disorder impair the student’s ability to learn?”

- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Blind or Low Vision

- Letter or report from an ophthalmologist or optometrist.
- Letter or documentation from an agency specializing in working with and assisting individuals who are blind or have low vision, i.e. Division of Blind Services. Information regarding functional limitations or barriers connected to the student's vision loss in the academic environment is crucial; i.e. "How does vision loss or blindness impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.
- A visual impairment is defined by the State of Florida as disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Deaf or Hard of Hearing

- Letter or report from an audiologist or otolaryngologist.
- Information regarding functional limitations or barriers connected to the student's hearing loss in the academic environment is crucial; i.e. "How does the deafness or loss of hearing impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program (sign language interpreter, real time captioning, note takers, etc.).
- A hearing loss is defined by the State of Florida as a loss of thirty (30) decibels or greater, pure tone average of 500, 1000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

Orthopedic

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific orthopedic condition is preferred.
- Information about side effects of medications prescribed for treatment.

- Information regarding functional limitations or barriers connected to the student’s medical disability in the academic environment is crucial; i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Other Health Disabilities

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific medical condition is preferred.
- Information about side effects of medications prescribed for the treatment.
- Information regarding functional limitations or barriers connected to the student’s medical disability in the academic environment is crucial; i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Psychological/Emotional/Behavioral

- Letter from a physician, psychologist, psychiatrist, licensed social worker, or licensed mental health counselor, qualified to diagnose and treat the condition.
- Identifying the specific psychological/emotional/behavioral disability is preferred. Information about side effects of medications prescribed for treatment
- Information regarding functional limitations or barriers connected to the student’s psychological/emotional/behavioral disability in the academic environment is crucial; i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Specific Learning Disability

- Psycho-educational evaluation or neuro-psychological evaluation.
- Evaluations based on adult norms are preferred.
- If evaluations are more than 5 years old or based on children’s norms, an addendum may be requested. This to confirm academic barriers are still present and/or if additional academic barriers are presented.
- IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
 - Recommended IQ evaluation:
 - Weschler Adult Intelligence Scale (WAIS-IV)
 - Reynolds (RAIS)
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
 - Recommended Test for Achievement:
 - Woodcock-Johnson WJ-III (Achievement Test)
- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.

- Recommended Test for cognitive processing:
 - Woodcock-Johnson WJ-III – Cognitive Battery

***Brief screening measurements are not sufficient.**

- Information regarding functional limitations or barriers connected to the student's learning disability in the academic environment is crucial; i.e. "How does the specific learning disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Speech/Language

- Letter from a physician or practitioner qualified to diagnose and treat the disorder.
- Identifying the specific speech/language disorder is preferred.
- Information regarding functional limitations or barriers connected to the student's speech/language disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Traumatic Brain Injury

- Psycho-educational evaluation or neuro-psychological evaluation is helpful in determining reasonable accommodations.
- IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Evaluations based on adult norms are preferred.
- If the above evaluations are not available, a letter from a physician or practitioner qualified to diagnose and treat a TBI.
- Information regarding functional limitations or barriers connected to the student's TBI in the academic environment is crucial; i.e. "How does the TBI impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove barriers;
3. Whether or not the student has access to the course, program, service, activity or facility without accommodations;
4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

The Office for Students with Disabilities realizes that reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the environment. Accommodations will be continued only if they are shown to be effective in providing equal access and/or the student receiving accommodations uses them responsibly. The student should make an appointment prior to the start of each semester to discuss ongoing or new accommodations.

Under provision of the ADA regulations, students are guaranteed equal opportunity with no guarantee of specific outcomes. In addition, Valencia College reserves the right to define the essential skills for its various degree programs and certificates; to refuse services to students who do not meet the standards establishing them as a person with a disability; and to refuse services to students who do not produce acceptable documentation or who do not follow procedures for accessing services.

Letter of Accommodation

Once appropriate documentation has been received and evaluated and accommodations have been approved, a Letter of Accommodation form can be generated. The Letter of Accommodation form (LOA) form lists all the student's approved accommodations. At the student's request, this form is used to communicate with faculty and staff about the accommodations needed for the student to have equal access.

The student is responsible for picking up his/her LOA at the start of each term. In addition, the student is also responsible for talking to each instructor about the accommodations and any adjustments that may need to be made in the course of the term. **If you do not give the LOA to your instructor, the instructor does not have to provide your accommodations.** Accommodations listed on the Letter of Accommodation form may change during the course of a student's enrollment due to changes in disability status, disability documentation or program standards and requirements.

Common Academic Adjustments

Some of the academic accommodations that the College provides to students with disabilities may include but are not limited to:

- Accessible classroom/location/furniture
- Priority registration
- Testing Accommodations
- Note takers
- Assistive equipment
- Assistive Technology Software
- Alternate format Materials
- Scribes and readers
- Course Substitution
- Sign language interpreters/captionist

Priority Registration

Priority registration is available to all students registered with the Office for Students with Disabilities. Generally, priority registration occurs the week before advanced registration. Students are notified of priority registration dates through their Atlas account.

Testing Accommodations

The most common testing accommodations include extended time, testing in distraction-reduced room, tests in alternate formats, interpreted tests, and the use of adaptive equipment. The need for testing accommodations is indicated on the Notification to Instructors form. Students are responsible for arranging testing accommodations with their professor and/or the OSD. Assistive technologies are also available for students to utilize during tests or exams (per documentation). Students need to contact the OSD and the instructor at least one week prior to their testing date to arrange for accommodations if applicable.

Note Taking Assistance

Only qualified students with disabilities may request note takers through the Office for Students with Disabilities. Students should speak with their OSD advisor to determine eligibility for note taker services.

After determination of eligibility, the student will be given a note taker packet that includes a letter to the instructor and note taker announcements. The packet should be given to the instructor as early in the term as possible. If the instructor makes the note taker announcement and no one expresses interest, let the Office for Students with Disabilities know that you are having difficulty finding note taking assistance.

Students using note taker services will agree to the following:

1. To attend class as scheduled (students should not expect to receive notes for classes not attended)
2. To arrange a method of receiving notes
3. To let the OSD know if notes are inadequate
4. To provide the note taker with carbonless paper (available in the OSD)

Students using note takers should also understand that the note taker is responsible for note taking in class only. The note taker agreement does not include assistance with out-of-class assignments, homework or alternative testing arrangements.

Assistive Technology Services

In order to access course materials, some students may need to utilize assistive technology. Students seeking this accommodation must first provide documentation of a print related disability and be registered with the Office for Students with Disabilities.

Assessment of the student's eligibility, needs and recommendations for appropriate assistive technologies will include:

- A review of the student's documentation of disability by a qualified staff member in the Office for Students with Disabilities
- An interactive conversation between the student and the Office for Students with Disabilities.

Training in the use of assistive technology is available by appointment. Please contact the Office for Students with Disabilities on your campus to schedule an appointment.

Valencia offers the following assistive equipment college-wide for loan to eligible students on a first-come-first-served basis. If you are interested in a demonstration or would like one of the following for loan please contact the Assistive Technology Services team.

- ONYX Desktop Magnification Camera
(By Freedom Scientific)
A camera system designed for viewing materials at a distance as well as magnifying documents such as reading materials and classroom assignments.
- AT-216 Personal FM System - By Comtek
A personal FM system designed to amplify desired sounds and allow students to participate in everyday listening situations without strain.

- Zoom-Twix - By ABiSee
An instant digital scanner, built with OCR capability, and a zoomable long distance camera designed to capture what's on a blackboard, whiteboard, on your desk or in the room all at any magnification, all controlled from your laptop's keyboard.
- Portable Digital Magnifier - By Optelec & Freedom Scientific
A digital magnifier that pairs crystal clear, high-definition resolution with a lightweight portable design.
- Laptops - By Dell
Used for remote speech-to-text services, such as C-Print and CART, in the classroom and for special events.

Assistive Technology Equipment may include but is not limited to:

- Distance camera systems for viewing materials at a distance (e.g. whiteboard, blackboard, screen)
- CCTVs, stationary and portable, for viewing materials at close range, - check out portable CCTVs from library or AV department to use on campus
- Laptops for remote speech to text services (Cprint and CART) - check out from library or AV department to use in classroom
- Assistive Listening Devices (ALDs) - check out for the term from the OSD
- Talking graphing calculators - check out from OSD
- Trackball mice
- Headset mics
- Adaptive keyboards
- Braille keyboards
- Standalone scanner-readers (SARA or EVAS)
- Wheelchair desk and/or accessible chair

Assistive Technology Software may include but is not limited to:

- JAWS Screen Reader
(Software by Freedom Scientific)
Designed to read aloud what is on the computer screen and provide users with a unique set of navigational tools to allow access to all screen and web content.
- MAGic Screen Magnification
(Software from Freedom Scientific)
A screen magnification system with built-in enhancements to provide the user with access to all screen and web content.
- Claro Read
(Software by Claro Software)
A multi-sensory software solution designed to support reading, writing and studying skills. This software is available to all Valencia Students at no cost. This software is also available for both the PC and the MAC. To have this software installed onto your computer please schedule an appointment with the Office for Students with Disabilities.

Textbooks in Alternate Format

The OSD offers the following alternate formats college-wide, depending on the student's documentation of disability, student preference, effective alternatives, content and volume of the material, date of the request, and current resources:

- Accessible PDF
- HTML/XML/MathML
- Microsoft Word or Rich Text Format
- Braille
- Large Print

Please keep in mind that production of alternate format materials can take up to **30 business days from the date the material is available for production**. Materials received less than 30 days prior to the start of a term will be converted and delivered as quickly as possible but are not guaranteed to be delivered by the start of classes. There is a SARA or Kurzweil Reader in each campus library that can be used to access textbooks and other course materials until alternate format materials are available.

The OSD makes every effort to provide the format the student prefers but we cannot guarantee that the preferred format will be available. In that case, an effective alternative will be provided.

To receive textbooks and other college materials in alternate format, students must:

- be registered with the OSD
- be registered in the course for which alternate format is being requested
- inform the OSD when they register for classes
- purchase class materials and provide proof of purchase, unless the materials are provided by Learning Ally.

"Learning Ally, formerly Readings for the Blind and Dyslexic (learningally.org) and Bookshare (bookshare.org) are organizations that provide materials in DAISY and MP3 audio formats for students with documented print disabilities."

Reader/Scribe Services

Students with qualifying documentation must make arrangements for reader/scribe services four weeks prior to the first day of class. Readers may be allowed to read in the classroom, lab, and/or testing environment. Scribes are responsible for writing down information as dictated by the student in class, lab, and/or during testing situations. Readers/scribes cannot do any of the following: explain, re-word, and assist with choosing answers on a test, tutor or teach any class materials, do personal tasks or errands, or serve as a go-between for the student and the instructor.

Course Substitution Requests

Course substitutions will be considered only for those students who have documented disabilities. Documentation must specifically show that the student's failure to meet the course requirement is related to the disability and must follow the Valencia College guidelines for appropriate documentation.

Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements.

Course substitutions are not guaranteed to any student at Valencia College. The College has established a college-wide Substitution/CLAS Waiver Committee that has the responsibility to evaluate and make recommendations for all substitution requests made by eligible students with documented disabilities.

Eligibility for Course Substitution

According to the State of Florida [s. 1007.02(2)], the term “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury;

or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

Any student with a disability as defined in s. 1007.02(2), in a public postsecondary educational institution, shall be eligible for reasonable substitution for any requirement

for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person’s failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. [s. 1007.264]

Applying for Course Substitutions

Students who meet eligibility requirements for requesting a course substitution must:

1. Formally request a course substitution by scheduling a conference with an advisor in the Office for Students with Disabilities and complete the Valencia College Course Substitution Request Form. The OSD advisor will assist in the completion of the steps listed on the back of the request form.
2. Submit a letter that requests a course substitution and explains why the student feels that he/she requires a course substitution, describes prior educational experience in the discipline area for which they are requesting a substitution and describes all support/accommodation efforts used in attempts to complete the requirement (e.g. tutorial support, extended test time, note-taking assistance, individual instructor attention, etc.).
3. Submit evidence that documents utilization of all support/accommodation efforts (e.g. letters from instructors, tutorial records, etc.).

Appeal of Course Substitution Committee Decision

1. Within ten (10) working days of the email notification by Valencia regarding the decision of the Course Substitution Committee, the student may appeal in writing to the Chief Learning Officer.

The student’s written appeal must contain:

- a. A statement outlining the background of the case, including all pertinent information the student wishes the Chief Learning Officer to consider.

- b. An explanation as to why the appeal is being sought, including the decision or action being sought by the student.
2. The Chief Learning Officer shall set a date to hear the appeal within ten (10) days following receipt of the request. The purpose of the hearing shall be to obtain information on which the Chief Learning Officer can make a decision regarding the appeal.
3. Final determination of the matter shall rest with the Chief Learning Officer who shall promptly transmit the decision in writing to the student and the Course Substitution Committee Chair.

Deaf and Hard of Hearing Services

Valencia College welcomes Deaf and Hard of Hearing students. In order to serve you in the best way possible, we strive to work collaboratively within the OSD and with all members of the campus community.

Confidentiality:

We adhere to strict right-to-privacy guidelines and ethical standards, including the NAD-RID Code of Professional Conduct and the Family Educational Rights and Privacy Act (FERPA). Educational information may be shared with Valencia faculty and staff on a need to know basis according to FERPA guidelines. No information will be divulged to any outside parties without proper releases.

Services:

- Collaboration with OSD advisors to provide assistance with Valencia programs and services such as admission, educational and career plans, course selection, and registration.
- Assistive Listening Device loans
- Interpreters
- C-Print meaning for meaning real-time speech-to-text transcription - onsite and remote
- Typewell meaning for meaning real-time speech-to-text transcription - remote •
CART real-time speech-to-text transcription - onsite and remote

The Assistant Director is responsible for determining the type of service provided to a student. Students may request the type of service preferred; strong consideration is given to the student's previously successful accommodations. The Assistant Director will consider the request and will provide the service requested OR an equally effective service. Service providers (interpreters and captionists) are also available outside class for College activities or course related events.

Note takers are usually provided for students using interpreters. Note takers are not usually provided for students using real-time captionists. The captionist will provide a transcript within twentyfour (24) hours after class whenever possible. **Students will not receive transcripts of any missed classes.**

Assistive Listening Device (ALD)

An ALD is a personal FM listening system. Poor acoustics caused by noise, reverberation, and distance between the speaker and listener may cause additional difficulty for Deaf and Hard of Hearing students. Some students may benefit from the use of an ALD. ALDs are designed to provide amplification assistance in the college environment. ALDs are available for loan from the OSD and may be checked out each term to eligible students. To request the use of an ALD for a term, you must:

- Provide appropriate documentation (an audiogram and audiologist's report)
- Meet with the Assistant Director to learn how to use the ALD
- Complete an adaptive equipment loan agreement
- Report any problems to the OSD immediately
- Return the ALD and all its parts to the OSD by the return date in good working condition
- You can borrow the ALD again once it has been checked in and determined to be in good working condition

If you do not return the ALD and all its parts in good working condition by the return date, the OSD may put a hold on your Valencia account.

Using Interpreters and Captionists:

Attendance

It is important to attend classes as scheduled. However, if you will be late or absent, contact the OSD so the service provider can be informed.

Students who use interpreters and captionists (service providers) are responsible to inform the OSD when they will not need the service provider. If it is a last minute cancellation, the service provider may be able to be reassigned. If we have advanced notice we can cancel the service provider so please let us know as soon as possible when you know a scheduled service provider is not needed.

It is also important to contact us if your service provider is late or absent.

If your class is on West Campus:

- Send a text message to **(407) 353-2520** or **(850) 294-3592**.

- You can also call these numbers on the phone.
- You can also send an **email** to dkimmeth@valenciacollege.edu

If your class is on Osceola Campus, Lake Nona, or Poinciana:

- Send a **text message** to **(407) 353-2520** or **(850) 294-3592**.
- You can also call these numbers on the phone.
- You can also send an **email** to dkimmeth@valenciacollege.edu

If your class is on East Campus or Winter Park Campus:

- Send a **text message** to **(407) 353-2520** or **(850) 294-3592**.
- You can also call these numbers on the phone.
- You can also send an **email** to dkimmeth@valenciacollege.edu

Provide the following information:

- Your first and last name
- The day and time of your class
- Your interpreter’s or captionist’s name if you know it
- The problem (you will be late, you will be absent, your interpreter or captionist is late, your classroom moved, etc.)

Business Hours

The OSD is **not open on weekends and most evenings.**

These are the hours when we will receive and reply to your messages:

West Campus:

Monday, Tuesday, Thursday, Friday: 8am – 5pm

Wednesday: 8am – 6pm

East Campus:

Monday, Wednesday, Thursday, Friday: 8am – 5pm

Tuesday: 8am – 6pm

Osceola Campus:

Monday, Tuesday, Thursday, Friday: 8am – 5pm

Wednesday: 8am – 6pm

We suggest that you exchange contact information with your interpreter or captionist whenever possible. Then you can contact him or her directly when you will be late or absent.

If you will be late and you do not contact us, the service provider will wait fifteen (15) minutes for a one-hour class and twenty (20) minutes for classes that are longer than one (1) hour. After that, the service provider will leave.

It is also important to contact us:

- Before you register for classes
- After you register for classes to request services
- If you need an interpreter for a special event (meeting, tutoring, other activity)
- If you are having a hard time in a class
- If you want to withdraw from a class
- If you will miss a class or special event and need to cancel your interpreter or speech to text provider
- If your class schedule changes, let us know (at least three (3) days in advance (e.g. if the teacher cancels a Friday class, let us know by Tuesday at the latest)
- If your classroom location changes
- If you have a problem with your services (for example, if you are not satisfied with your interpreter, speech to text provider, or notetaker)
- If you have a problem with your accommodations
- If you think you are getting close to graduation

Registration

We strongly suggest that you register for classes during priority registration. After registration, it is your responsibility to inform the OSD as soon as possible or at least two (2) weeks before the start of the term. If you do not register for classes and inform the OSD at least two (2) weeks before the start of the term, we cannot guarantee that you will have service providers during the first two (2) weeks of classes. However, we will do our best to assign service providers as soon as possible. It is important that you, the assistant director and your OSD advisor work together to determine reasonable accommodations for each class. The accommodations depend on your documentation and on the class.

Letter of Accommodation (LOA)

Your accommodations are listed on the Letter of Accommodation. If you do not present your LOA to your instructor, your instructor does not have to give you accommodations. It is your responsibility to pick up your LOA(s) from your advisor before the first day of

the term. You should meet with your instructor(s) before or after the first class to present your LOA(s) and discuss your accommodations.

During class

Questions and comments for the instructor and other students should be addressed directly to them, not to the service provider. The service provider will voice the questions and interpret or caption the answers. Service providers will not answer the questions themselves.

Service Providers Outside Class

You may need a service provider to access Valencia resources, such as tutoring, computer labs, support labs, the library, or for class field trips, meetings and other campus events. Some service providers have Student Access (SA) times when they are available outside class. Please ask your service provider when he or she has SA time. Please try to schedule meetings outside class during your service provider's SA times. To request a service provider for times when your service provider does not have SA time, please submit the

Interpreter/Speech-to-Text Request Form at least three (3) school days before the event. If you do not submit the form at least 3 school days before, we will do our best to assign a service provider but we cannot guarantee that one will be available. You can find the Interpreter/Speech-to-Text Request Form on the DHHS website at

http://net4.valenciacollege.edu/forms/osd/interpreter_request.cfm

Exams

Class Exams

Not all exams can or need to be interpreted. The Assistant Director will decide after talking with you and your instructor whether an exam should be interpreted. If there are two (2) interpreters assigned to the class and the exam will be interpreted, both interpreters are not needed on exam day. Please notify us of exam days so the appropriate changes can be made on the service provider schedule.

Final Exams

Service providers will not automatically be assigned for final exams. During final exam week, all services are **by request only**. If you want to request a service provider for a final exam, please submit the Interpreter/Speech-to-Text Request Form two (2) weeks in advance. If you do not submit the form at least 2 weeks in advance, we will do our best to assign a service provider for your final exam but we cannot guarantee that one will be available.

Service Provider Issues/Dispute Resolution

It is advisable that students and service providers maintain a professional relationship. When there is a problem that arises, please report this to the OSD.

Resolving Conflict

If you have a conflict with your service provider

- please notify the Coordinator, Deaf/HH Services as soon as possible
- The Coordinator will meet with you and the service provider in an attempt to mediate the conflict and reach a solution
- If there is still a conflict, contact the Director of the OSD

Changing Your Service Provider

Service providers will not be changed without measurable, probable cause. If after meeting with the Coordinator and your service provider you are still not satisfied and wish to have a new service provider placed in your class:

- Tell the Coordinator that you are not satisfied
- The Coordinator will observe the service provider in class to see how he or she can improve.
- If no improvements have been made after the next few class meetings and you are still not satisfied, the Coordinator will assign a new service provider for your class if available.
- If you are still not satisfied, please contact the Director of the OSD.

Parking

Students with disabilities may park in the Disabled Person Parking Only spaces if the vehicle bears a valid State of Florida Disabled Person Parking Permit. Students not requiring disabled person parking may park in the white (General Parking) spaces and must display a current Valencia parking permit. Decals are issued at no cost to students.

Personal Attendants

Valencia College is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, etc., should make arrangements to have their own personal attendant. Requesting such services from non-trained individuals on campus could pose a threat to those providing assistance and the individual with the disability and, therefore, those types of requests cannot be accommodated.

To ensure that students with disabilities are recognized as independent class members, the following guidelines have been established for personal care attendants. Personal attendants will:

- Attend to the needs for which he/she was hired (e.g. personal care duties such as turning pages, retrieving books, taking off coats, etc.). The Office for Students with Disabilities, not the personal attendant, will ensure that all classroom accommodations (such as note taking or in-class writing) are provided.
- Serve as the student's voice, when appropriate, without offering his/her own perspective. Attendants should not actively participate in the class or in conversations between the student and faculty, staff or other students.
- Demonstrate appropriate classroom behavior.
- Maintain any confidential information about the student.
- Abide by Valencia's Student Code of Conduct (found online in the Student Handbook at (<http://valenciacollege.edu/osd/CurrentStudents.cfm>)).
- Abide by all College parking regulations.
- Not give unauthorized assistance to any student (personal care attendant is not responsible for the student's progress or behavior).
- Not provide reading/scribing assistance in a testing situation—the student is responsible for scheduling this accommodation through the Office for Students with Disabilities. (An attendant can be present during a test, if documentation supports this request, but the OSD proctor must be present to administer the test). Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

Timely notification presented to the OSD Office is required if an attendant will need to accompany a student to class. This will enable the OSD Office to include this accommodation on the Notification to Instructor Forms.

Service Delivery Issues/Dispute Resolution

Even with the best efforts of everyone involved with services for students with disabilities, problems may arise. If you have a problem with a disability related issue please follow these steps:

1. Report your problem to the manager/ advisor in the Office for Students with Disabilities on your campus.
2. If the OSD manager is not able to help you resolve the complaint, contact the Director of the Office for Students with Disabilities at 407-582-2236 or dlarew@valenciacollege.edu.
3. If the problem is still not resolved, you can contact Ryan Kane, Title IX Coordinator/Equal Opportunity Officer at 407-582-3421 or rkane8@valenciacollege.edu.

The College will make every effort to resolve conflict by informal means. Throughout any of these procedures you should expect to be treated with respect and dignity, receive a timely response, and have the issues handled in a confidential manner as guided by federal law. The College expects students to bring up any problems early, give clear and detailed information, follow applicable procedures and be respectful of the people who are involved.

Formal procedures for appealing administrative and academic decisions ([6Hx28:8-10](#)) can be found in the Valencia Policies and Procedures.

Students may also file a complaint with the Department of Education's Office for Civil Rights at:

U.S. Department of Education – Atlanta Office
61 Forsyth St. S.W., Suite 19T70
Atlanta, GA 30303-8927
Telephone: 404-974-9406
Fax: 404-974-9471
TTY: 800-877-8339
Email: OCR.Atlanta@ed.gov .

Note: The Handbook for Students with Disabilities only highlights College policies, procedures and practices. It is provided generally for personal education and information. Therefore, it cannot be construed as a legal document or contract, nor does it supersede applicable Federal, State or local laws or College policies. Nothing in the Handbook for Students with Disabilities should be construed as legal advice or a legal opinion.

Appendix 1

Tests for Assessing Adolescents and Adults with Learning Disabilities

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The following list is provided as a helpful resource, but is not intended to be definitive or exhaustive:

Aptitude:

- Wechsler Adult Intelligence Scale – III(W AIS-III) StanfordBinet Intelligence Scale (5th edition)

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are primarily screening instruments and are not comprehensive enough to provide the kinds of information necessary to make accommodation determinations.

Academic Achievement:

- Scholastic Abilities Test for Adults (SATA) Stanford Test of Academic Skills
- Woodcock-Johnson Test of Achievement — Third Edition Wechsler Individual Achievement Test (WIAT) or specific achievement tests such as: Nelson-Denny Reading Skills Test
- Stanford Diagnostic Mathematics Test - Test of Written Language (TOWL 3) Woodcock Reading Mastery Tests – Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test – 3 (WRAT-3) is not a comprehensive measure of achievement and, therefore, is not useful if used as the sole measure of achievement.

Information Processing:

- Detroit Tests of Learning Aptitude – 4 (DTLA-4)
- Detroit Tests of Learning Aptitude – Adult (DTLA-A), information from subtests on the WAIS-III Woodcock-Johnson Test of Cognitive Abilities—Third Edition As well as other relevant instruments

Appendix 2

Office for Students with Disabilities (OSD) Procedure for Service Animals

Valencia College is committed to providing reasonable accommodations to persons with disabilities and to fulfilling its responsibilities under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Americans with Disabilities Amendment Act (ADAAA) and Florida Statute 413.081.

Persons with disabilities may be accompanied by working service animals on the campuses of Valencia College and at all College-sanctioned activities.

In addition, service animals *in training* are allowable consistent with the provisions of Florida Statute and this Policy. Requests for the utilization of animals for any other purpose must be requested as a reasonable modification through the Office for Students with Disabilities.

Two questions are permitted to determine if an animal is a service animal (as opposed to a comfort, therapy animal, or pet).

1. Is this animal required because of a disability?
2. What work or task has this animal been trained to perform to mitigate the impact of the disability?

The college will not ask for proof of the animal's training; it will not require the animal to wear a vest or other identifiable markings. The college will not ask the nature of the handler's disability.

I. Definitions

a. Service Animals

According to the ADAA, service animals are defined as "dogs that are individually trained to do work or perform tasks for individuals with disabilities." Florida Statute (413.081) defines a service animal as "an animal that is trained to perform tasks for an individual with a disability. These tasks include activities such as guiding a person who is visually impaired or blind, alerting a person who is deaf or hard of hearing, pulling a wheelchair, assisting with mobility or balance, alerting and protecting a person who is having a seizure, retrieving objects or performing other tasks." (F.S. 413.081). While the ADAA specifically defines service animals as "dogs," it may be allowable under special circumstances to consider a miniature horse as a reasonable accommodation.

b. Service Animals in Training

Florida Statute 413.081 (8) states that “any trainer of a service animal, while engaged in the training of such an animal, has the same rights and privileges with respect to access to public facilities and the same liability for damage as is provided for those persons described in subsection (3) accompanied by service animals. “

c. Other Support Animals

There are other support animals that are not considered service animals but may be allowable as a reasonable accommodation, at the discretion of the College. These include animals that are used to provide therapeutic contact or emotional support. The request for the utilization of these animals on campus needs to be referred to the Office for Students with Disabilities (OSD); we will review the request and make a determination if this is an allowable accommodation.

d. Handler

For the purpose of these procedures the handler is the individual with disabilities who requires the service animal. It may also be the individual who is training the pre-service animal on campus.

II. Service Animal Use on Campus

- a. The College reserves the right to enforce all relevant rules for the use of service animals through policy and procedure regulations, student code of conduct, and applicable laws.
- b. The handler has full responsibility and liability for the behavior of their animal and is responsible for any damage or injury that the animal may cause.
- c. The care and supervision of the service animal is the responsibility of the handler. The animal must be under the control of this individual at all times. In addition, the handler is responsible for the cleanup of all animal waste and must ensure compliance with any specially designated animal toileting areas.
- d. The handler has full responsibility to ensure that the animal is not disruptive to any program, service, learning environment, or college activity.

III. Reasonable Modifications

Under special circumstances a miniature horse or other animals may be considered as a reasonable accommodation. Valencia College will determine whether or not the animal is allowable. Some of the assessment factors may include:

- The documented significant limitation presented by the person's disability.
- The type of animal, size, weight, and whether the facility can accommodate these features.
- Whether the handler has sufficient control over the animal and includes issues such as hygiene and whether the animal is housebroken.
- Whether the animal's presence constitutes a legitimate safety concern.
- Other issues consistent with the policy on service animals.
- Students seeking this modification must register with OSD, provide documentation as to the necessity of this modification, and comply with all applicable rules. Any animal that is permitted on campus must be housebroken and may be required to wear applicable protective equipment such as booties to protect the facilities. Neither Service animals, nor their trainers, are required to register with the Office for Students with Disabilities, only those who are requesting the utilization of animals other than service animals.

IV. Removal of Service Animals

A service animal may be removed by campus, state, or local government authorities if it is disruptive, aggressive, unhygienic, or behaving in ways outside of the duties of a service animal (wandering, barking, etc.) Removal of a disruptive animal may also be the responsibility of the handler.

V. Restricted Access

There may be rare occasions when a service animal will be restricted from College facilities or activities due to valid health and safety concerns. Restricted locations may include, but are not limited to, medical areas or areas where the presence of the service animal would compromise the integrity of the learning. Determination of restricted areas will be made by an interactive team of departmental and college authorities, Office of Students with Disabilities, and the handler. When a restriction must be implemented, the OSD will work with the student to determine other reasonable accommodations if necessary.

VI. Complaints, Concerns, and Disputes

Concerns about the behavior, toileting, health, or handling of the animal should be addressed to the handler and to Security and/or the Office for Students with Disabilities.

Wheelchairs and Manually-Powered Mobility Aids

Individuals with mobility disabilities are permitted to use electric and manually powered wheelchairs, other manually-powered mobility aids, such as walkers, crutches, canes, braces, or other similar devices specifically designed for use by individuals with mobility

disabilities in any area open to pedestrian use. The use of Other Power-Driven Mobility Devices (OPDMD) may also be allowable under certain conditions.

Other Power-Driven Mobility Devices (OPDMD)

Individuals with mobility disabilities are also permitted to use power-driven mobility devices other than wheelchairs, unless the college can demonstrate that the devices cannot be operated in accordance with legitimate safety requirements. According to the ADA National Network “an OPDMD is any mobility device powered by batteries, fuel, or other engines that is used by individuals with mobility disabilities for the purpose of locomotion, whether or not it was designed primarily for use by individuals with mobility disabilities”

OPDMDs may include golf carts, electronic personal assistance mobility devices, such as the Segway® Personal Transporter (PT), or any mobility device that is not a wheelchair, which is designed to operate in areas without defined pedestrian routes. This pertains to a range of devices not primarily designed for individuals with mobility impairments, but which may be used by individuals with disabilities as their mobility device of choice. Valencia College OSD, Security, and Facilities Departments will determine whether a particular device can be allowed in a specific facility, and will consider, among other things, the following factors: the type, size, weight, dimensions, and speed of the device; the facility’s volume of pedestrian traffic; and the facility’s design and operational characteristics.

Valencia College personnel shall not ask an individual using a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability, but may ask a person using a power-driven mobility device (OPDMD) to provide a credible assurance that the mobility device is required because of the person’s disability.

If use of the other power-driven mobility device is permitted, Valencia College shall accept the presentation of a valid, State-issued, disability parking placard or card, or other State-issued proof of disability as a credible assurance that the use of the other power-driven mobility device is required because of the individual’s mobility disability. If no card is available, Valencia College may accept as a credible assurance a verbal representation, not contradicted by observable fact, that the other power- driven mobility device is being used for a mobility disability.

https://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#a3513

Office for Students with Disabilities: Absence Accommodation

Name: _____

VID: _____

Course: _____

OSD: _____

This student has provided documentation to support his/her eligibility for some excused absences on the basis of a disability. If the learning outcomes cannot be obtained with or without reasonable accommodations, the student may not be otherwise qualified for this course.

PERTINENT QUESTIONS

This student has provided documentation to support his/her eligibility for some excused absences on the basis of a disability. If the learning outcomes cannot be obtained with or without reasonable accommodations, the student may not be otherwise qualified for this course.

PERTINENT QUESTIONS

The following academic issues are only determined through an interactive process with the Faculty member/ department, student, and the representative from the Office for Students with Disabilities. The following are the results of the discussion based on essential learning outcomes, reasonable accommodations, and documented functional limitations of a disability.

- How many absences are allowed for students without disabilities? How many would be permissible for this student?
- What is the student's process to notify the faculty member of a disability related absence?
- What is the time frame within which the make-up work must be completed and turned in?
- Other considerations?

CONCLUSION

This student will be allowed _____ absences beyond that stated on the syllabus only if necessary due to a disability related limitation.

The student will notify, via email, the faculty member and the OSD of a disability related absence within _days/ hours of the absence.

The student will be responsible to make up the missed work within _____ days of the disability related absence.

Other:

Student

Professor

Date

Please note that this is not a retroactive accommodation and may take into account the number of absences already accrued.

Handbook Verification Form

The Valencia College Handbook for Students with Disabilities was reviewed with me by a member of the Office for Students with Disabilities (OSD) staff. This is to certify that I have received a copy of the Valencia College Handbook for Students with Disabilities and/or I know how to access the online version of the Handbook for Students with Disabilities.

I understand that I am entitled to equal access to programs, courses, and services while I am a student at Valencia College. **I also understand that it is my responsibility to notify the OSD when accommodations are not satisfactory or are not effective.** The Office for Students with Disabilities is responsible for notifying me of changes in policies and procedures relating to the provision of services for students with disabilities.

To access the online version of the Valencia College Handbook for Students with Disabilities, go to <http://valenciacollege.edu/office-for-students-with-disabilities/current-students.cfm>

Student Signature: _____

Date: _____

OSD Staff Signature: _____

Date: _____