

The Office for Students with Disabilities

VALENCIA COLLEGE

## FACULTY RESOURCE GUIDE

# OSD 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.

## OSD Purpose

The OSD exists to provide reasonable and appropriate accommodations for qualified students with disabilities, to assist students in self-advocacy, to educate the Valencia community about disabilities, and to ensure compliance with the ADA, the ADAAA, and Section 504.

## OSD 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 strive to achieve the highest levels of competence and integrity in all areas of support to adult 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 develop strategies, skills, and knowledge pertinent to the highest quality of disability service delivery through participation in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities.
5. To actively support and clarifying institutional, state, and federal laws, policies, and procedures applicable to the delivery of services for students with disabilities.

This and other OSD information can be found online at: <https://valenciacollege.edu/students/office-for-students-with-disabilities/about.php>.

## Confidentiality

The OSD keeps all disability information confidential in accordance with state and federal laws and in compliance with the Family and Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records.

The OSD can only disclose disability information to faculty and staff if there is an *educational need-to-know*. FERPA guidelines can be viewed at <https://studentprivacy.ed.gov/ferpa>.

The OSD strives to collaborate with faculty to ensure optimal access for each student with a disability; we invite faculty to contact the OSD if you have information or concerns about a student with a disability.

At the post-secondary level, disclosure of disability is a voluntary process. Therefore, a student may choose to share information regarding his/her disability. If a student does share this information with you, please remember that it is confidential information, should be discussed with the student in private, and should be discussed with other college faculty or staff only for educational purposes on a need-to-know basis. At no time should the class be informed that a student has a disability.

# College Students and Laws Related to Disabilities

Valencia College is committed to compliance with all applicable laws regarding people with disabilities.

Dr. Martin Luther King wrote, "Injustice anywhere is a threat to justice everywhere."

When any student is denied access to any college program for which they are otherwise qualified, then justice is threatened. The Americans with Disabilities Act and the ADA Amendments Act as well as the Rehabilitation Act are substantial, hard-won civil rights legislation. The goal of these laws is to prohibit discrimination on the basis of disabilities and to require institutions to provide reasonable accommodations, modifications, and auxiliary aids to assist students with disabilities to be able to fully participate in any program Valencia College offers. OSD exists to assist the college in complying with that law.

The federal laws applicable to post-secondary students with disabilities are:

- The ADA Amendments Act of 2008 (ADAAA)
- The Americans with Disabilities Act of 1990 (ADA)
- The Rehabilitation Act of 1973/Section 504

## *ADAAA/ADA*

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments from discriminating on the basis of disability. The US Department of Education, Office of Civil Rights, enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are included in the general nondiscrimination provisions of the Title II regulation.

## *Section 504 of the Rehabilitation Act of 1973*

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

No otherwise qualified individual with a disability in the United States . . . 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 . . . .

### ***A qualified person with a disability is:***

"Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment"

and who meets the academic and technical standards requisite to admission or participation in the education program or activity."

*Under provision of the ADAAA, ADA, and Section 504 of the Rehabilitation Act of 1973, students are guaranteed equal opportunity with no guarantee of specific outcomes.*

***Even students with disabilities who receive accommodations and/or modifications must meet all essential components of the course, program, or activity.***

# Responsibilities

The OSD, the students, and the faculty all share a role in the success of students by partnering with one another to achieve our mission and objectives.

The OSD has the responsibility to:

- evaluate students based on their abilities and not their disabilities
- determine the appropriateness of disability documentation and to assist the student in procuring that documentation
- determine eligibility for accommodations on a case-by-case basis
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities and facilities
- provide the Letter of Accommodation (LOA) to the student upon request
- maintain the college's academic, conduct, and technical standards
- maintain appropriate confidentiality of records and communication
- communicate and liaison (when needed) with faculty, staff and students
- collaborate with the faculty member and the student to provide appropriate advising and support

Students have the responsibility to:

- identify as an individual with a disability when an accommodation is necessary
- provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities and facilities
- follow the OSD procedures to request accommodations in a timely manner
- present a Letter of Accommodation (LOA) form each term to professors
- meet and discuss accommodation needs with faculty
- reserve distraction-reduced testing room, if eligible
- notify OSD if accommodations are not effective
- meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities
- meet and abide by the college's academic, conduct, and technical standards

Faculty has the responsibility to:

- use a syllabus statement as suggested in this guide to ensure all students are aware of OSD services
- consider incorporating principles of Universal Design for Learning in your teaching, meaning to ensure that learning is accessible to all
- provide accommodations listed on the LOA; meet with the student to further discuss the accommodations; contact the OSD if unsure about request or if there are issues with accommodations
- submit exams requiring conversion to alternate format by using the on-line Testing Center Referral form, located in Atlas under the Faculty Tab in the Faculty Tools section (exams should be submitted at least 72 business hours prior to the first available test day)
- provide all course materials requiring conversion to alternate format as soon as possible to the OSD; students with disabilities should receive their handouts at the same time it is provided to other students.
- respect the student's right to privacy and do not identify him/her to the class or discuss disability matters in public settings
- consider the student's disability and their access to the class materials, method of exam, and on-line learning materials.

# Accessibility Concerns

## **Syllabus Statement**

It is important that faculty include in each syllabus the following statement informing students that they must request accommodations through the proper channels in a timely manner:

"Students with disabilities who qualify for academic accommodations must provide a Letter of Accommodation (LOA) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities." Include contact information:

West Campus  
Building SSB, Room 102  
Phone: 407-582-1523

Downtown Campus  
Call for appointments  
Phone: 407-582-1523

Osceola Campus  
Building 2, Room 102  
Phone: 407-582-4167

Poinciana Campus  
Call for appointments  
Phone: 407-582-4167

East Campus  
Building 5, Room 216  
Phone: 407-582-2229

Lake Nona Campus  
Call for appointments  
Phone: 407-582-2229

Winter Park Campus  
Call for appointments  
Phone: 407-582-1523

A further recommendation is that the statement be read aloud by the faculty member when reviewing the syllabus with the class. This approach demonstrates to students that the professor is sensitive to and concerned about meeting the needs of all students. Furthermore, it affords students the opportunity to make their accommodation needs known to the professor early in the semester.

## **Suspected Disability**

If there is a suspicion of a disability or if a student approaches you regarding a non-documented disability, students should be referred to the OSD. Our office staff can help determine if there is an ADA qualifying disability and even refer students to community resources to assist them in getting the documentation necessary to access services. We often meet with students to help them establish services with appropriate documentation.

## **Textbooks, Course-packs, and Syllabi**

Please make your textbook selections, compiled course packs, and syllabi available early to facilitate the provision of alternate format materials. Students who are blind, have low vision, or have learning disabilities affecting their reading rates and comprehension, require printed materials that are converted to alternate formats. The conversion process is time consuming. Your syllabus is required to determine the extent to which each text will be used and the order in which reading assignments will be completed. If you are collating various journal articles and portions of books into course packs for distribution, please use original copies or a copy that is as clean as possible to optimize the quality of the converted materials.

## **Multimedia**

Please consider the accessibility of multimedia options when planning your activities and assignments. Students with disabilities must have equal access to course material. When using technology or Alternative

Delivery of course materials, please ensure that all aspects of the content are accessible to all students. Examples of such materials are:

- Videos
- PowerPoints
- YouTube
- On-line materials

IMPORTANT! When requesting materials from publisher representatives, it is extremely important that you request “accessible” materials. The Department of Education; Office of Civil Rights has issued warnings to colleges that all materials, including “emerging technologies” must be accessible to all students or that it should not be utilized. This includes DVD and videos; they must be closed/opened captioned. Please contact OSD if you have any questions.

# Reasonable Academic Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a documented disability to have an equal opportunity. An equal opportunity 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. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability and such that essential components are not compromised.

## Receiving a Request for Accommodations

The student will present a formal request for accommodations in a Letter of Accommodation (LOA) form. If you have any questions or concerns about the stated accommodations, please contact the authorizing OSD advisor whose name appears on the form or the Director of OSD. You are not required to provide accommodations for a student who does not present an LOA. A student requesting an accommodation without an LOA should be referred to OSD.

Accommodations for students with disabilities are **not** automatic and must be requested by the student and supported by appropriate documentation. They are determined on a case-by-case basis depending on valid documentation and individual needs. Accommodations may include the following:

Testing Accommodations for Face-to-Face and Hybrid classes: Extended time on exams is a typical accommodation given to students who, for disability related reasons, need more time to complete their tests and exams. Typically, students who have extended time as an approved accommodation should take their tests in the Testing Center. However, if you allow all other students to take a test on line or as a take-home test, you should also allow the student with disability to do this as well. We cannot single out a student due to a disability. Some students may need to take tests in a distraction-reduced testing room for a variety of reasons. This may be necessary for students who have conditions which cause them to be easily distracted or who may need special technology or accommodations such as an interpreter or scribe. Students who use this accommodation must contact the OSD to reserve the room.

Testing Accommodations: Students with disabilities cannot be required to take tests in a manner that is discriminatory. If all students take the test on campus, the student with disabilities can be required to take the test (with reasonable, approved accommodations) on campus in the Testing Center. If, however, all students take the test on line, students with disabilities must be permitted to do this as well, with reasonable accommodations.

Note Taking: A student who qualifies for *Copies of Notes* as an accommodation will receive access to a note-taking app.

Interpreter/ Captionist: If the student is approved for interpreters or captionists, the OSD will assign interpreters, C-Print Captionists, or CART providers for classes as well as some out-of-class activities such as tutoring, lab time, and special events. It is the student's responsibility to request interpreters and captionists by using the on-line Interpreter/Speech to Text Request form available on the OSD website. With these accommodations in place the student can be expected to meet the objectives of the course.

Reader: When a student is identified as a person with print impairment (visual, dyslexia, etc.), it may be reasonable to provide a reader for that student; this often takes the form of assistive technology. The college has procured many pieces of assistive technology that will mitigate the impact of a print impairment by reading electronic books, tests, files, and websites. This technology affords students the autonomy of being able to read the material themselves.

# Assistive Technology

Technology that may be used as an accommodation in the classroom setting includes the following.

(NOTE: As Assistive Technologies are always changing, this is not a static or exhaustive list.)

## Assistive Software

Assistive software, also called adaptive software, refers to computer programs designed for use by individuals with disabilities. Several of our Assistive Software applications are networked or site licensed and can be installed on an unlimited number of computers anywhere on campus, and are installed on the computers in most labs. If the student requests it and there are computer stations in your class, we will also install these applications on one of those stations. Some of our Assistive Software applications are individually licensed. In addition, some students have personal laptops that assist in providing access to the course content.

## Screen readers

A screen reader is software that reads the content of a computer screen by converting the text to speech. Content displayed on a computer screen can be in the form of a digital file such as a Microsoft Word or PDF document, a web page, or any other text-based content. Screen readers cannot read images and graphics, including scanned materials that have not gone through the Optical Character Recognition process. Most screen readers enable users to choose among a variety of options such as reading speed and voice. Screen readers that are designed for both blind and sighted users also offer magnification and color preferences. Screen reader users often use headsets in order to minimize ambient noise and disruption to those in the vicinity.

## Screen magnification

Screen magnification software enlarges the content displayed on the computer screen. Screen magnification is typically used by students who are legally blind but have some functional vision.

## Speech-to-Text Services

- **C-Print** is a meaning-for-meaning speech-to-text system that provides real-time access for students who are deaf or hard of hearing. A C-Print captionist uses the C-Print program to type text of spoken information. The C-Print program enables fast typing through an abbreviation system that reduces keystrokes and enables the text to be displayed on the student's laptop screen in real-time. The laptops are provided by the college and are brought to the classroom by the captionist. We also provide remote C-Print using Skype over the college's LAN.
- **CART (Computer Assisted Realtime Translation)** is a word-for-word speech-to-text system that provides real time access for students who are deaf or hard of hearing. The CART provider uses a steno machine linked to a laptop to type text of spoken information. The equipment is provided by the CART provider.

## Assistive Materials

- **Tactile graphics** are raised graphics that can be accessed through the tactile sense. At Valencia, we use Adobe Illustrator and PIAF (Pictures in a Flash) to generate tactile graphics. We create the graphic using Illustrator and then print the graphic onto PIAF heat sensitive capsule paper. We then feed the PIAF paper through the PIAF machine, a heat and light source that raises the graphics. If the student requests it, we will generate tactile versions of graphics in the materials you assign.
- **The Braille system** consists of raised dots that represent letters and numbers. Braille is used for reading and writing by students who are blind with no functional vision. We have Braille embossers on East campus and West campus that serve the needs of student's college-wide. If the student requests it, we will Braille reading materials you assign.
- **Large Print** is typically used for an oversized print and/or graphics. If the student requests it, materials should be converted to large print.



# Specific Disabilities & Tips for the Classroom

## Learning Disabilities

A learning disability is a permanent disorder affecting how students with average or above-average intelligence process information, and/or categorization of information in memory. It is typically characterized by a significant discrepancy between a student's aptitude and achievement test scores and is accompanied by evidence of a processing disorder. The diagnosis is typically made by a neuropsychologist, psychologist, or psychiatrist.

### May impact the following:

- Reading
- Auditory processing
- Visual processing
- Writing
- Speaking
- Retrieving information
- Performing mathematical calculations
- Time management and organizational skills (i.e. projects, budgeting time)

### Tips for working with students with learning disabilities:

- Pause and ask questions throughout lesson to check for understanding.
- Access students' prior knowledge. This helps them relate similar concepts.
- Give examples of key concepts.
- If possible, provide presentations or lecture materials on line. Guided notes are helpful as well.
- Provide examples of good projects/papers.
- Provide a study guide or practice exams that familiarize students with the format of the test.
- Provide a list of all of the learning objectives that the student is expected to master for the test.
- Allow time for an early draft of a paper or projects to be turned in for feedback.
- Use multiple formats: Visual aids, three-dimensional models, charts or graphics, group projects, visual stimuli, audio and video content to accommodate different learning styles.
- Allow audio recording of lectures.
- Consider that students with reading disabilities may not wish to read out loud in class.
- Encourage the student to visit during office hours for clarification of content.

## Attention Deficit/Hyperactivity Disorders (ADD/ADHD)

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistence of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (DSM-IV).

### May impact the following:

- Concentration
- Distractibility
- Organization
- Time management
- Impulse control (i.e. inappropriate comments, fidgeting)
- Ability to stay focused (i.e. lectures, projects, exams)

### Tips for working with students with ADD/ADHD:

- Clearly define course requirements (I.e. syllabus with clearly delineated expectations and due dates).
- Clearly communicate classroom management and behavioral expectations, such as punctuality cell phone use, etc.
- Stress organization and time management.
- Vary classroom activities and teaching methods.
- Provide examples of good projects/papers.
- Provide instructions for exams and assignments in print as well as orally. Keep instructions as brief as possible.
- Use a variety of media when presenting lessons: hands-on objects, group-work, visual stimuli, audio and video content to accommodate different learning styles.
- Provide copies of lecture materials and class notes.
- Allow audio recording of lectures.
- Encourage the organization of study groups.

## Psychological Disabilities

Some students have psychological disabilities that adversely affect their educational access, performance, and daily functioning. They may use medication that impacts their behavior or performance. Psychological disorders include but are not limited to: depression, bipolar disorder, anxiety disorders, schizophrenia, post traumatic stress disorder (PTSD), and social disorders (e.g. autism spectrum disorders). Symptoms may vary during the semester.

### May impact the following:

- Concentration, fatigue, memory and recall x Cognition (verbal/visual perception or expression)
- Distractibility
- The ability to deal with social situations and interpret social cues
- Ability to handle stress
- Difficulty dealing with new situations
- Attendance
- Academic performance
- Class participation

### Tips for working with students with psychological disabilities:

- Allow early access to the syllabus and reading assignments.
- Support preference of seating arrangements.
- Allow audio tape recording of lectures.
- Provide regular feedback on academic work.
- Provide advance notice of changes.
- Discuss with student if he or she will need breaks from class.
- Consider allowing students to make up work as appropriate.

## Deaf and Hard of Hearing

There are several factors that contribute to diversity among people who are deaf or hard of hearing such as age of onset of hearing loss, degree of hearing loss, and cultural self-identification. These factors may affect mastery of spoken languages like English, communication method, whether the student wears hearing aids

or uses an assistive listening device, and whether the student considers him/herself culturally Deaf. However, it is important to remember that students who are deaf or hard of hearing are individuals and may not be described in a specific category.

- Age of onset
  - Birth/pre-lingual: students who are born deaf or become deaf before they acquire language tend to have more struggles with the structure and pronunciation of spoken languages. Depending on upbringing and education, their sign language may range from American Sign Language (ASL) to a variety of sign systems that are not languages in their own right but are manual representations of English, such as SEE (Signing Exact English). They usually use interpreters for access. They may or may not use amplification and may or may not consider themselves culturally Deaf.
  - Post-lingual: students who are deafened at a young age but after they acquire language tend to have a better grasp of the structure of spoken languages. They may use ASL or a system like SEE. They usually use interpreters for access. They may or may not use amplification and may or may not consider themselves culturally Deaf.
  - Late deafened: students who spent the majority of their lives as hearing and suddenly or progressively lose their hearing later in life tend to use a system like SEE or do not sign at all. They may use C-Print or CART for access. They usually wear hearing aids and rarely consider themselves culturally Deaf.
- Degree of hearing loss (softest intensity at which sound is perceived, measured in decibels - normal hearing is from -10-15 db). Students who have been profoundly or severely deaf since birth or a young age tend to have the same characteristics described above under Birth/pre-lingual and Postlingual onset. Students who have slight to moderate hearing loss are considered hard of hearing. They tend to have characteristics similar to those described above under Late deafened.
  - Profound (91+ db)
  - Severe (71-90 db)
  - Moderate (41-55 db)
  - Mild/Slight (16-40 db)
- Cultural self-identification - the Deaf community
  - linguistic minority
  - functions in many ways like other minority groups but is not defined by racial or ethnic boundaries
  - members share common values, norms, traditions, and a common language (ASL)
  - members do not define themselves based on degree of hearing loss but on how they feel about their identity, their preferred communication method, and behavioral and cultural values and norms
  - members use the term Deaf (capital D) to refer to themselves as opposed to the term deaf (lower case d), a generic term that refers to all people with a hearing loss regardless of which language they use to communicate and/or their cultural identity

**May Impact the following:**

- Proficiency with English language comprehension and usage
- Verbal communication/interaction
- Social integration

**Tips for working with students who are Deaf or Hard of Hearing:**

- Speak directly to the student and not the interpreter or captionist.
- Face the class when speaking.
- Give the student time to look back and forth between any materials he/she needs to view, the interpreter or the captionist's screen, and you.
- When students make comments in class or ask questions, repeat the questions before answering, or phrase your answers in such a way that the questions are obvious.

- Use visual aids and reference whenever possible.
- Provide videos and slides with captioning. If captioning is not available, supply a transcript of the content.
- If possible, make any PowerPoint presentations or lecture materials available for student access.
- Provide a written supplement to oral instructions, assignments, and directions.
- Encourage students in class to speak one at a time.
- Consider the impact of lighting on the student's ability to see your face (lips, expressions and gestures).

## Speech Disorders

Impairments range from problems with articulation or voice strength to being totally non-vocal. They include stuttering (repetition, blocks, and/or prolongations occasionally accompanied by distorted movements and facial expressions) chronic hoarseness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia), and esophageal speech (resulting from a laryngectomy). Many students with speech impairments will be hesitant about participating in activities that require speaking.

### May impact the following:

- Communication
- Presentation Skills
- Social integration

### Tips for working with students with speech disorders:

- Modify assignments such as one-to-one presentations or allow use of computer with voice synthesizer.
- Allow substitutions for oral class reports.
- Support inclusiveness in classroom.
- Be patient, allow the student time to complete statements.

## Blind and Low Vision

The definition of legal blindness covers a broad spectrum of visual impairments. The extent of visual disability depends upon the physical sensory impairment of the student's eyes, the age of the student at the onset of vision impairment, and the way in which that impairment occurred. Vision also may fluctuate or may be influenced by factors such as inappropriate lighting, light glare, or fatigue. The major challenge facing visually impaired students in the educational environment is the overwhelming mass of visual material to which they are continually exposed in textbooks, class outlines, class schedules, board writings, etc. In addition, the increase in the use of films, videotapes, computers, laser disks and television adds to the volume of visual material to which they have limited access. Removing a student's visual barriers often requires unique and individual strategies based on that student's particular visual impairment and his/her communication skill (e.g. Braille, speed listening, etc.)

### May impact the following:

- Mobility and orientation (e.g. may use a guide dog or walking stick)
- Access to printed materials
- Use of technology
- Ability to understand visual, spatial, and tactile concepts

### Tips for working with students who are blind or have low vision:

- If possible, have textbook info and syllabus available early for conversion into alternate format.
- Consult with OSD staff on any lecture materials, assignments, or tests that can be converted for the student.

- Consider obstacles in the classroom that might present a problem. Student may need information about the physical layout of the classroom.
- Consider the impact of lighting on the student's ability to see.
- Give clear verbal descriptions of visual materials.
- Allow audio recording of lectures.

## Traumatic Brain Injury (TBI)

Traumatic brain injuries (TBIs) are head injuries typically caused by accidents (e.g., motor vehicle accidents or falls) which result in physical, cognitive, and/or psychosocial impairments. Individuals with TBIs face various difficulties and functional limitations based on the nature and location of the head injury. Some common consequences of head injuries include physical, sensory, and perceptual impairments, as well as social, behavioral, and personality changes. Students with TBIs may eventually regain function, or must cope with permanent loss of function. Any one or a combination of these problems can impact learning and academic performance.

### May impact the following:

- Balance and coordination
- Writing, reading and visual spatial skills
- Attention
- Hearing and communication skills
- Cognition (verbal/visual perception or expression)
- Memory
- Behavior
- Organizational and reasoning skills
- Class attendance

### Tips for working with students who have TBI: Keep instructions as brief and uncomplicated as possible.

- Clearly define course requirements, the dates of exams, and when assignments are due.
- Use more than one way to demonstrate or explain information.
- When teaching, state objectives, review previous lessons and summarize periodically.
- Allow time for clarification of directions and essential information.

## Disabilities that Limit Mobility and Dexterity

Mobility and dexterity disabilities may make walking, sitting, bending, carrying, or using fingers, hands or arms difficult or impossible. Mobility impairments result from many causes, including amputation, polio, club foot, scoliosis, muscular dystrophy, spinal cord injury, and cerebral palsy. Remember that mobility limitation may be consistent, or may fluctuate depending on the cause.

### May impact the following:

- Speech
- Physical stamina
- Muscle control, coordination, balance and speed
- Walking, sitting, standing, climbing
- Hand/finger dexterity (I.e. writing; turning pages; handling items)

### May require use of:

- Service animal
- Personal attendant
- Wheelchair, walker or crutches
- Special seating in classroom (e.g. accessible desk, seat location near exit)
- Assistive Technology (e.g. electronic textbooks and exams, adaptive keyboard/mouse)

**Tips for working with students who have mobility or dexterity related disabilities:**

- Make sure the classroom entrance, layout, and paths between desks are accessible.
- Make sure wheelchair desk is available, if needed.
- If reasonable, allow student to make presentations from his/her desk rather than at front of classroom.
- Plan in advance for field trips to ensure accessibility.
- In case of emergency, be aware of evacuation plan from your classroom.

## **Health Related Disabilities**

Health related disabilities are often hidden disabilities caused by such conditions as lupus, cancer, rheumatoid arthritis, cystic fibrosis, heart disease, hemophilia, asthma, blood disorders, chronic fatigue and immune deficiency disorders, chemical sensitivities, or seizure disorder (see info below for what to do during and after a seizure).

**May impact the following:**

- Energy level
- Focus
- Attendance or participation.
- Ability to perform (caused by illness or medications)
- Standing or sitting for long periods of time

**Tips for working with students who have health related disabilities:**

- Allow early access to textbook information and syllabi.
- If possible, provide any PowerPoint or lecture materials for student access.
- Allow students to have beverages/food in class and to leave the classroom for breaks, as necessary.
- Consider allowing students to make up missed work, as appropriate.

# Common Myths about People with Disabilities

**Myth:** Accommodations mean lowering standards and giving students an unfair advantage.

**Fact:** You will never be required to provide an accommodation that fundamentally alters the core requirements of your course. Accommodations are designed to remove disability-related barriers and thus enable students to meet existing standards.

**Myth:** Students with disabilities lack the skills to succeed in college.

**Fact:** In order to qualify for accommodations, students with disabilities must meet the same academic and technical requirements as their peers. During the course of their academic careers, they will demonstrate strengths and weaknesses just like other students.

**Myth:** Students with disabilities always need help.

**Fact:** Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

**Myth:** Wheelchair use is confining; students who use wheelchairs are "wheelchair-bound."

**Fact:** Wheelchairs, just like bicycles and cars, are assistive devices that enable people to get around.

**Myth:** If you cannot see a disability, it does not exist.

**Fact:** There are many "hidden disabilities", such as learning disabilities, attention deficit hyperactivity disorder, or psychological disabilities. Hidden disabilities are as valid and pose as many challenges as more visible disabilities.

**Myth:** Students with learning disabilities have below average intelligence.

**Fact:** By definition, individuals with learning disabilities must have average or above intelligence as measured by an individual IQ test and have a significant discrepancy between their ability and achievement.

**Myth:** Given the proper instruction, students can grow out of their learning disabilities.

**Fact:** Individuals with learning disabilities can and do acquire improved skills that often enable them to compensate for their learning disability. However, learning disabilities are permanent and cannot be "cured".

**Myth:** Adults with LD and ADD cannot succeed in higher education.

**Fact:** More and more adults with LD and ADD are going to college or university and succeeding. With the proper accommodations and support, adults with learning disabilities can be successful at higher education.

**Myth:** All people with ADD are hyperactive and have Learning Disabilities.

**Fact:** Only a small percentage of people with ADD are hyperactive and/or have Learning Disabilities. ADD, ADHD, and LD are separate disabilities, exhibit differently, and impact people in different ways.

**Myth:** People with psychiatric disabilities can only work at low-level jobs. They are not suited to be in the college setting and may never hold important or responsible positions.

**Fact:** People with psychiatric disabilities are individuals. As such, their career potential depends on their particular talents, abilities, experience and motivation, as well as their current state of physical and mental health.

**Myth:** Most students who are blind are proficient in Braille and use a guide dog.

**Fact:** Only a small percentage of blind people are fluent in Braille, and only a small percentage use a guide dog. Ever-advancing technologies enable people who are blind to choose among many types of assistive technologies to participate in life activities, such as reading and navigating.

**Myth:** All people who are legally blind have no functional vision.

**Fact:** A person who is legally blind may have functional vision, or "low vision". People with low vision can often see with the use of assistive technologies if the light is not too bright or there is not too much glare.

**Myth:** All students who are deaf or hard of hearing can read lips.

**Fact:** Lip-reading skills vary among people who use them and are never entirely reliable.

**Myth:** Students who are deaf cannot speak.

**Fact:** As our speech production depends on our ability to hear the speech of others and monitor our own, the speech of some deaf people is not clear enough to understand. For this reason, some deaf people prefer not to speak. However, the speech capabilities and preferences of persons who are deaf vary from individual to individual.

**Myth:** All people with speech disorders are deaf or hard of hearing.

**Fact:** Many speech disorders result from causes other than not being able to hear one's own speech and the speech of others.

**Myth:** It's best to help people with speech disorders complete their words/sentences.

**Fact:** It's best to wait patiently for people with speech disorders to express their own thoughts.

**Myth:** People can recover fully from TBI; if these people claim disability, they are malingering.

**Fact:** Recovery from even mild TBI may occur very slowly or remain incomplete. Any TBI can result in permanent and measurable deficits in processing speed, attention, memory, and behavior.

**Myth:** An IQ score in the average range is an accurate measure of recovery from TBI.

**Fact:** The IQ score is a composite of many different scores. Therefore, an IQ score in the average range can represent superior performance on some tasks and severely impaired performance on others.

**Myth:** All people with health-related disabilities are limited in what they can do and learn.

**Fact:** Some people with health-related disabilities have no restrictions and may need only some accommodations and assistive technologies to have equal access. Others may require more intensive accommodations and services.

**Myth:** People with severe health related disabilities cannot succeed without fundamental modifications to the academic environment.

**Fact:** Although accommodations do require adjustments to the academic environment, they should be no more intensive than necessary and will never require that you fundamentally alter your course core requirements.

**Myth:** The OSD is responsible for providing all services to students with disabilities.

**Fact:** Students with disabilities are Valencia students just like their peers. Their access can only be assured if it is considered a shared institutional responsibility.

**Myth:** Wheelchair use is confining; students who use wheelchairs are "wheelchair-bound."



**Fact:** Wheelchairs, just like bicycles and cars, are assistive devices that enable people to get around.

**Myth:** People with mobility impairments always need help.

**Fact:** Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

# Frequently Asked Questions

**Q:** *Who is responsible for determining appropriate accommodations?*

**A:** OSD is the office on campus that determines appropriate accommodations. The office bases decisions upon documentation collected from a student with a disability, the student's functional limitations, and the student's clarification about specific needs and limitations. When unauthorized accommodations are permitted, there are possible liabilities to the institution. See article When Faculty are TOO Accommodating; Appendix F

**Q:** *A student has asked for accommodations. How do I know the student truly has a disability and needs accommodations?*

**A:** The student should provide you with a Letter of Accommodation (LOA) form provided by the OSD verifying that he or she is eligible for specific accommodations; it will specify the approved accommodations.

**Q:** *When I have a student, who is deaf in class, am I required to have an interpreter or transcriber in the class, too?*

**A:** Yes. You are required by law to have what is essential for the student to have equal access to communication, and this includes having a sign language interpreter or transcriber in the classroom when there is a need. Students will adjust in a few days and eventually will ignore the interpreter.

**Q:** *A student in my class asked me for assistance getting notes. After I have made these arrangements, the student has missed most of the lectures. Should he be getting these notes?*

**A:** The request for note-taking assistance requires students to attend class as scheduled. If a student with a disability regularly skips class, then he or she has no right to get notes on the days skipped. The note taker should be informed of this. If the student has a legitimate excuse for the absence, i.e. illness, death in the family, handle the situation as you would with all other students.

**Q:** *Am I required to lower the standards of a required assignment because the student has a disability?*

**A:** No. Standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers. For example, a student with a learning disability in writing may produce an essay exam by using a computer or scribe rather than writing out an answer without the use of accommodations. The quality of the work should be the same.

**Q:** *I have a student who is blind in my chemistry lab. How is he going to participate and be graded in his lab work?*

**A:** If possible, assist the student in getting a lab partner or assign a student assistant to work with the student with a disability. In either situation, the student who is blind should direct the assistant to carry out the functions of the lab assignment. If a volunteer lab partner cannot be found, suggest to the student that he needs to contact OSD as soon as possible for assistance in getting a lab partner. The speed in making these arrangements is critical so that the student will not fall behind. In most situations, students have made arrangements for a lab assistant prior to classes starting.

**Q:** *Do I have any recourse if I disagree about requested accommodations?*

**A:** Yes. To clarify any disagreement about a requested accommodation, first contact OSD. Start with the student's disability advisor as noted on the LOA, but you are also free to talk to the director of OSD. Occasionally, some students may ask for unreasonable accommodations. These requests are not authorized by OSD. When in doubt, call the office to discuss your concerns.

**Q:** *A student came to me in the sixth week of the session requesting accommodations. I feel this is too late to ask for accommodations and arrangements should be made at the beginning of the semester. I even made an announcement on the first day of class to meet with me about these arrangements. Do I have to provide accommodations for someone this late?*

**A:** Yes. Students may make requests for accommodations any time during the semester, however ample time should be allowed to arrange the accommodation. There could be numerous reasons why a student makes a late request. Perhaps he or she could not get documentation of his or her disability any earlier and, therefore, could not initiate accommodations earlier. Some students try to take a class without accommodations but find that they aren't doing well and need accommodations. However, the accommodations are not retroactive. OSD does not recommend allowing students to go back and re-take tests or assignments. The accommodations begin the day the student delivers the LOA to the professor.

**Q:** *How do I discuss or refer a student for disability information?*

**A:** In the postsecondary environment, it is the responsibility of the student to self-identify concerning their disability status and request accommodation needs. If a student shares information regarding a disability, a history of disability services, or requests accommodations, the instructor should inform student about the existence of the OSD and refer them to the office or webpage for more information. It is essential that any disability information shared be kept confidential when a student discloses such or the need for an accommodation.

**Q:** *Can I Make a Referral to the Office for Students with Disabilities?*

**A:** Faculty members sometimes contact OSD regarding students they feel might need to avail themselves of services offered by our office. Although teachers in high school are active participants in the process of identifying and referring students to special services, there is no comparable requirement in higher education. If a student is requesting accommodations but has not presented you with a LOA form, you may ask the student to contact OSD. Furthermore, **the College does not provide testing for specific learning disabilities**. Students who are concerned about the possibility of learning disability can meet with an OSD advisor for information about pursuing testing in the community.

**NOTE:** *This section of the publication was previously published as part of a grant commitment funded by the U.S. Department of Education under grant #P333A990046. It has been updated for this publication, and additional questions have been added.*

# Emergency Procedures

There may be an occasion when a situation arises in the classroom involving a student with a disability that requires immediate intervention. The most likely examples are seizures, diabetic shock (insulin reaction,) and heart attacks. Should such a situation arise, immediately phone the campus security office (East Campus 407/582-2000, West Campus 407/582-1000, Osceola 407/582-4000, Winter Park Campus 407/582-6000, CJI 407/582-8000). Give the building name, room number, and description of the emergency. Although an ambulance is usually not needed for most seizure incidents and insulin reactions, the individual may be transported for additional treatment and observation until the situation is under control.

## Students with Seizure Disorders

- In the event that a student does experience a seizure in the classroom, the following actions are suggested:
- Keep calm. Call 911. Security is trained in first aid, and they should be the First Responder.
- Ease the person to the floor and open the collar of the shirt. You cannot stop the seizure. Let it run its course and do not try to revive the person.
- Remove hard, sharp, or hot objects which may injure the person, but do not interfere with the person's movements.
- Do not force anything between the person's teeth.
- Turn the person's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed but do not be concerned if breathing is irregular.
- When the person regains consciousness, let her/him rest as long as desired.

## Evacuation

**For students with disabilities, special considerations must be made for emergency situations such as fire or tornadoes. Ultimately, the person with a disability is responsible for his/her own safety in emergency situations. However, it is wise to plan ahead for emergencies. Instructors should be prepared with an evacuation plan when they have a student with a visual, mobility, or hearing disability in their classroom.**

## Students with Visual Disabilities

- In case of emergencies, alert the student to the nature of the situation. Offer assistance to the student and guide him or her to the nearest emergency exit and away from the building to safety. Some types of emergencies require safety within a building. Depending upon the nature of the emergency, during crisis periods, there may be a lot of commotion and noise. A student who is blind may not be able to orient as well as in calmer times. Your assistance is critical to their safety.
- A good way of offering assistance to a person who is blind is to use what is known as the sighted guide technique. You do this by offering this person an elbow. The person holds on to your elbow, and you proceed ahead.
- As you walk, alert the student to where he or she is and inform him or her of any obstacles, debris, doorways, or narrow passages.
- Once safe, orient the student to his or her surroundings and determine if further assistance is needed.

## Students with Mobility Disabilities

- The instructor should alert emergency personnel of the location and need for evacuation of the person with a disability.
- Assist the student with limited mobility to access an area of refuge, and let him or her know you will be contacting appropriate rescue personnel.

- If you have a cell phone and the student does not, leave the cell phone with the student.
- In most instances, do not attempt to carry a person in a wheelchair. You can injure yourself or the student.

## Evac chairs

If an elevator is not operable, it may be necessary to provide evacuation assistance to a person with a wheelchair, or other disability, using an evacuation chair. <http://youtu.be/zHfY5C3pUo8>

## Evacuation Chair locations on each campus are as follows:

<b>East Campus:</b>	<b>Building 1, Rooms 301 and 367</b> <b>Building 2, Room 301 Building 4, Room 226</b> <b>Building 5, Room 204</b> <b>Building 6, Room 213</b> <b>Building 8, Room 252</b>
<b>West Campus:</b>	<b>Student Services Building/SSB, Room 207</b> <b>Allied Health Sciences/AHS, Rooms 310 and 201</b> <b>Health Sciences Building/HSB, Room 217</b> <b>Building 1, Room 207 Building 2, Room 203</b> <b>Building 3, Room 207 (behind Fire Doors)</b> <b>Building 4, Room 222</b> <b>Building 5, Room 207 (behind Fire Doors)</b> <b>Building 6, Room 301 Building 7, Room 203 Building 9, Room 201</b> <b>Building 11, Room 223 and 319</b>
<b>Osceola Campus:</b>	<b>Building 1, Room 229 Building 2, Room 235</b> <b>Building 3, Room 235</b>
<b>Winter Park Campus:</b>	<b>Room 218A</b>

## Students who are Deaf or Hard of Hearing

Students who are deaf or hard of hearing may not hear alarms or other audible warnings. OSD encourages all students to sign up for our Safety App, "VC Safety."



**Be in the know-tifications.**



Get the safety app:  
[valenciacollege.edu/safetyapp](http://valenciacollege.edu/safetyapp)

However, instructors should inform the Deaf student of the emergency. There are three ways to get this person's attention:

- Write a note for the student alerting him or her to the emergency and instructing him or her where to go.
- Turn the light switch off and on to gain attention.
- Tap his or her shoulder.

In some instances, an interpreter/ transcriber will be in the classroom to explain the emergency to the student. Provide any assistance a student might need during the evacuation process.

# Appendix A

[www.ada.gov/qasrvc.htm](http://www.ada.gov/qasrvc.htm)

U.S. Department of Justice Civil Rights Division  
Disability Rights Section



---

## COMMONLY ASKED QUESTIONS ABOUT SERVICE ANIMALS IN PLACES OF BUSINESS

### 1. Q: What are the laws that apply to my business?

A: Under the Americans with Disabilities Act (ADA), privately owned businesses that serve the public, such as restaurants, hotels, retail stores, taxicabs, theaters, concert halls, and sports facilities, are prohibited from discriminating against individuals with disabilities. The ADA requires these businesses to allow people with disabilities to bring their service animals onto business premises in whatever areas customers are generally allowed.

### 2. Q: What is a service animal?

A: The ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. If they meet this definition, animals are considered service animals under the ADA regardless of whether they have been licensed or certified by a state or local government.

Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. Guide dogs are one type of service animal, used by some individuals who are blind. This is the type of service animal with which most people are familiar. But there are service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- \_ Alerting persons with hearing impairments to sounds.
- \_ Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- \_ Assisting persons with mobility impairments with balance.

A service animal is not a pet.

### 3. Q: How can I tell if an animal is really a service animal and not just a pet?

A: Some, but not all, service animals wear special collars and harnesses. Some, but not all, are licensed or certified and have identification papers. If you are not certain that an animal is a service animal, you may ask the person who has the animal if it is a service animal required because of a disability. However, an individual who is going to a restaurant or theater is not likely to be carrying documentation of his or her medical condition or disability. Therefore, such documentation generally may not be required as a condition for providing service to an individual accompanied by a service animal. Although a number of states have programs to certify service animals, you may not insist on proof of state certification before permitting the service animal to accompany the person with a disability.

**4. Q: What must I do when an individual with a service animal comes to my business?**

A: The service animal must be permitted to accompany the individual with a disability to all areas of the facility where customers are normally allowed to go. An individual with a service animal may not be segregated from other customers.

**5. Q: I have always had a clearly posted "no pets" policy at my establishment. Do I still have to allow service animals in?**

A: Yes. A service animal is not a pet. The ADA requires you to modify your "no pets" policy to allow the use of a service animal by a person with a disability. This does not mean you must abandon your "no pets" policy altogether but simply that you must make an exception to your general rule for service animals.

**6. Q: My county health department has told me that only a guide dog has to be admitted. If I follow those regulations, am I violating the ADA?**

A: Yes, if you refuse to admit any other type of service animal on the basis of local health department regulations or other state or local laws. The ADA provides greater protection for individuals with disabilities and so it takes priority over the local or state laws or regulations.

**7. Q: Can I charge a maintenance or cleaning fee for customers who bring service animals into my business?**

A: No. Neither a deposit nor a surcharge may be imposed on an individual with a disability as a condition to allowing a service animal to accompany the individual with a disability, even if deposits are routinely required for pets. However, a public accommodation may charge its customers with disabilities if a service animal causes damage so long as it is the regular practice of the entity to charge non-disabled customers for the same types of damages. For example, a hotel can charge a guest with a disability for the cost of repairing or cleaning furniture damaged by a service animal if it is the hotel's policy to charge when nondisabled guests cause such damage.

**8. Q: I operate a private taxicab and I don't want animals in my taxi; they smell, shed hair and sometimes have "accidents." Am I violating the ADA if I refuse to pick up someone with a service animal?**

A: Yes. Taxicab companies may not refuse to provide services to individuals with disabilities. Private taxicab companies are also prohibited from charging higher fares or fees for transporting individuals with disabilities and their service animals than they charge to other persons for the same or equivalent service.

**9. Q: Am I responsible for the animal while the person with a disability is in my business?**

A: No. The care or supervision of a service animal is solely the responsibility of his or her owner. You are not required to provide care or food or a special location for the animal.

**10. Q: What if a service animal barks or growls at other people, or otherwise acts out of control?**

A: You may exclude any animal, including a service animal, from your facility when that animal's behavior poses a direct threat to the health or safety of others. For example, any service animal that displays vicious behavior towards other guests or customers may be excluded. You may not make assumptions, however, about how a particular animal is likely to behave based on your past experience with other animals. Each situation must be considered individually.

Although a public accommodation may exclude any service animal that is out of control, it should give the individual with a disability who uses the service animal the option of continuing to enjoy its goods and services without having the service animal on the premises.

**11. Q: Can I exclude an animal that doesn't really seem dangerous but is disruptive to my business?**

A: There may be a few circumstances when a public accommodation is not required to accommodate a service animal--that is, when doing so would result in a fundamental alteration to the nature of the business. Generally, this is not likely to occur in



restaurants, hotels, retail stores, theaters, concert halls, and sports facilities. But when it does, for example, when a dog barks during a movie, the animal can be excluded.

If you have further questions about service animals or other requirements of the ADA, you may call the U.S. Department of Justice's toll-free ADA Information Line at 800-514-0301 (voice) or 800-514-0383 (TDD).

July 1996

Reproduction of this document is encouraged.

---

Last updated February 24, 2017

# Appendix B

## Universal Design for Learning (UDL)

### Definition:

The design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design

### Seven Principles of Universal Design:

**1. EQUITABLE USE**

The design is useful and marketable to people with diverse abilities.

**2. FLEXIBILITY IN USE**

The design accommodates a wide range of individual preferences and abilities.

**3. SIMPLE AND INTUITIVE USE**

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

**4. PERCEPTIBLE INFORMATION**

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

**5. TOLERANCE FOR ERROR**

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

**6. LOW PHYSICAL EFFORT**

The design can be used efficiently and comfortably and with a minimum of fatigue.

**7. SIZE AND SPACE FOR APPROACH AND USE**

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

### Note:

The Principles of Universal Design are not intended to constitute all criteria for good design, only universally usable design. Certainly, other factors are important, such as aesthetics, cost, safety, gender and cultural appropriateness, and these aspects must also be taken into consideration when designing.

Source: [http://www.ncsu.edu/www/ncsu/design/sod5/cud/pubs\\_p/docs/poster.pdf](http://www.ncsu.edu/www/ncsu/design/sod5/cud/pubs_p/docs/poster.pdf)

Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abier Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, Gregg Vanderheiden

© Copyright 1997 NC State University, Center for Universal Design, College of Design

# Universal Design for Learning - Guidelines and Examples

## 1. EQUITABLE USE

The design is useful and marketable to people with diverse abilities.

### GUIDELINES

- 1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any users.
- 1c. Make provisions for privacy, security, and safety equally available to all users.
- 1d. Make the design appealing to all users.

### EXAMPLES

- Integrated, dispersed, and adaptable seating in classrooms and assembly areas such as auditoriums and theaters
- Assistive technologies integrated into all student stations college-wide
- Power doors with sensors at entrances that are convenient for all users

## 2. FLEXIBILITY IN USE

The design accommodates a wide range of individual preferences and abilities.

### GUIDELINES

- 2a. Provide choice and methods of use.
- 2b. Accommodate right- or left-handed access and use.
- 2c. Facilitate the user's accuracy and precision.
- 2d. Provide adaptability to the user's pace.

### EXAMPLES

- Multiple testing methods that allow students to demonstrate mastery via a preferred modality (written, typed, oral, signed, etc.)
- An answer center counter that is low enough for individuals of short stature or who use a wheelchair; a table where staff can sit with students who cannot access a counter
- Desks designed for right- or left-handed users

## 3. SIMPLE AND INTUITIVE USE

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

### GUIDELINES

- 3a. Eliminate unnecessary complexity.
- 3b. Be consistent with user expectation and intuition.
- 3c. Accommodate a wide range of literacy and language skills.
- 3d. Arrange information consistent with its importance.
- 3e. Provide effective prompting and feedback during and after task completion.

### EXAMPLES

- An exam with clear and user-friendly navigation points
- A course packet with a simple text layout and images that have alt tags or captions
- A digital syllabus that incorporates headings and styles that facilitate navigation for all users

#### **4. PERCEPTIBLE INFORMATION**

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

##### **GUIDELINES**

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Maximize "legibility" of essential information.
- 4c. Differentiate elements in ways that can be described (i.e. make it easy to give instructions or directions).
- 4d. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

##### **EXAMPLES**

- Use of the document camera to display text that is being read out loud
- Redundant cueing (e.g. recorded and text instructions) on-line classes
- A font style and size (e.g. Arial 16) that is legible for all students

#### **5. TOLERANCE FOR ERROR**

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

##### **GUIDELINES**

- 5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Provide fail safe features.
- 5d. Discourage unconscious action in tasks that require vigilance.

##### **EXAMPLES**

- On-line writing tools that include word prediction when that feature does not fundamentally alter the course requirements
- Permission for all students to use the "undo" feature in computer software to correct mistakes without penalty
- Exams that limit multiple choices to 3

#### **6. LOW PHYSICAL EFFORT**

The design can be used efficiently and comfortably and with a minimum of fatigue.

##### **GUIDELINES**

- 6a. Allow user to maintain a neutral body position.
- 6b. Use Reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize sustained physical effort.

##### **EXAMPLES**

- Pens, pencils, and mice that can be manipulated by users with varied degrees of strength and fine motor coordination
- Screens (for viewing videos, on-line materials, etc.) located in glare- and distraction-free spaces
- Testing spaces with carrels, no windows, or with blinds to reduce distraction and glare

## **7. SIZE AND SPACE FOR APPROACH AND USE**

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

### **GUIDELINES**

- 7a. Provide a clear line of sight to important elements for any seated or standing user.
- 7b. Make reach to all components comfortable for any seated or standing user.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

### **EXAMPLES**

- Theater-in-the-round style classroom layout to replace row seating
- Universally accessible desks that eliminate the need for special seating/special furniture for wheelchair users
- Classroom, library, and lab design with clear floor space around student stations, instructor's desk, and staff counters

Source: <https://design.ncsu.edu/wp-content/uploads/2022/11/principles-of-universal-design.pdf>

Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abier Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, Gregg Vanderheiden

Original © Copyright 1997 NC State University, Center for Universal Design, College of Design

Adapted by Julie K Balassa April 2011

# Universal Design of Instruction Tips

Universal design principles can be applied to many products and environments, and can be defined as the design of instruction to be usable by all students, without the need for adaptation or specialized design.

When designing classroom instruction or a distance learning class, strive to create a learning environment that allows all students to access the content of the course and fully participate in class activities. Universal design principles can apply to lectures, classroom discussions, group work, handouts, web-based instruction, fieldwork, and other academic activities.

Below are examples of instructional methods that employ principles of universal design. They are organized under eight performance indicator categories. Applying these strategies can make your course content accessible to people with a wide range of abilities and disabilities, ethnic backgrounds, language skills, and learning styles.

1. **Class Climate.**

Adopt practices that reflect high values with respect to both diversity and inclusiveness. Example: Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.

2. **Interaction.**

Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. Example: Assign group work for which learners must support each other and that places a high value on different skills and roles.

3. **Physical environments and products.**

Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. Example: Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.

4. **Delivery methods.**

Use multiple, accessible instructional methods that are accessible to all learners. Example: Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students-consider lectures, collaborative learning options, hands-on activities, Internet-based communications, education software, field work, and so forth.

5. **Information resources and technology.**

Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. Example: Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins. Allow adequate time to arrange for alternate formats, such as books in audio format.

6. **Feedback.**

Provide specific feedback on a regular basis. Example: Allow students to turn in parts of large projects for feedback before the final project is due.

7. **Assessment.**

Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. Example: Assess group and cooperative performance as well as individual achievement.

8. **Accommodation.**

Plan for accommodations for students whose needs are not met by the instructional design. Example: Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.

Employing UDI principles does not eliminate the need for specific accommodations for students with disabilities. However, applying universal design concepts in course planning will assure full access to the content for most students and minimize the need for specific accommodations. For example, designing web resources in accessible format as they are developed means that no re-development is necessary if a student who is blind enrolls in the class; planning ahead can be less time-consuming in the long run. Letting all students have access to your class notes and assignments on an accessible website can eliminate the need for providing materials in alternate formats.

# Appendix C

## When Faculty are TOO Accommodating!

By Jane E. Jarrow, Ph.D.

Most faculty members in higher education today understand the legal and educational imperatives that mandate equal access to students with disabilities through academic accommodation. Sometimes, though, problems arise from faculty who are readily prepared to provide appropriate accommodation - it is their accommodating nature that can get them, the institution, and (sometimes) the student into trouble!

Most institutions have established a clearly articulated policy as to who holds the documentation of disability, what steps a student must take to declare their need for disability-related accommodations, and how that information is communicated to faculty. But what of the student who says, "I don't want to go through the disability services office. I want to advocate for myself and work directly with faculty and negotiate my own accommodations." Regardless of why students choose to go this independent route (and there are both good and bad reasons for taking such a stance), the faculty member who agrees to disregard institutional policy and honor accommodation requests directly from the student may not be doing anyone a favor!

**Personal Jeopardy:** Faculty members who work directly with students, discuss the disability, (possibly) look over the documentation, and agree to accommodation may be establishing themselves as the "gatekeepers" without meaning to do so. If the faculty member agrees to provide accommodation "x" and not accommodation "y" and later the student maintains that he/she was not appropriately accommodated, it is the faculty member's decision that is subject to question and the faculty member who could conceivably be held responsible for violating this student's civil rights. The faculty member who agrees to provide accommodations without institutional authorization for a student with one disability (for example, LD) but is less familiar and comfortable with another disability (for example, ADD) and sends that student back through channels for official documentation could be opening himself/herself up for charges of discrimination, intimidation, or harassment. Faculty members who conscientiously try to make life easier for the student by allowing the student to bring the documentation directly to them may gain access to confidential information to which they should not be privy. For all these reasons, it would be best for faculty not to be drawn into the collection of disability documentation or the decision-making regarding accommodation.

**Institutional Jeopardy:** The student who provides documentation to a single faculty member (who accepts and acts on that documentation) may be able to make a legitimate case for saying that he/she informed the institution of the disability and the need for accommodation. The faculty member should not be discussing the information that has been shared (because of issues of privacy and confidentiality), and yet the student may be expecting to receive similar consideration and accommodation from other faculty on the basis of having provided the documentation to someone in authority at the institution. If it is not made clear that the institution has not been "notified" until the documentation is provided and requests are made from such-and-such an office, the institution may not be in a position to defend itself from charges of discrimination by neglect for a student who does not receive accommodation by others within the institution. Or consider this scenario - Professor A accepts the documentation and provides accommodation without going through channels, as do Professors B and C, and then Professor D says, "I will provide accommodations when I receive proper notification from the disability services office that this is appropriate." Professor D looks like the villain for following the rules! More distressing, however, is the possibility that the institution may be facing some very real difficulties if the disability services office determines that some of the accommodations that Professors A, B, and C provided were not warranted by the documentation and does not prescribe those same accommodations for Professor D to provide.

**Student Jeopardy:** Students with disabilities will still have those disabilities after they leave the postsecondary environment. Whether they choose to go on to graduate or professional school or seek a place in the world of work, chances are that if they needed accommodations to successfully function in higher education, they may need accommodation in their future endeavors as well. More and more often, those settings beyond the postsecondary experience are ready and willing to provide accommodations on the basis of verification from the higher education institution that those same accommodations have been

provided during the student's postsecondary career. If the student has no record of having been served by the institution - if the student was never on file in the disability services office and received all of his/her accommodations through individual discussion with faculty - that student will have no official history of being regarded or served as a person with a disability and may have a much more difficult time establishing the claim to accommodations in the future.

**Bottom line:** The policies and procedures were established for everyone's protection. Everyone needs to play by the rules!

Excerpted from the **DAIS Newsletter**, February, 1997 (Volume I, No. 2).

Reprinted with Permission

## **DAIS**

2938 Northwest Blvd.

Columbus, OH 43221-2902

<http://www.janejarrow.com/>

Phone: 614-481-9450

FAX: 614-481-9451

[JaneJarrow@aol.com](mailto:JaneJarrow@aol.com)

[JaneJarrow@janejarrow.com](mailto:JaneJarrow@janejarrow.com)



# Appendix D

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

## II. 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. 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.

### **III. 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 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.

### **IV. 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; x The documented significant limitation presented by the person's disability. x The type of animal, size, weight, and whether the facility can accommodate these features.

x Whether the handler has sufficient control over the animal and includes issues such as hygiene and whether the animal is housebroken.

x Whether the animal's presence constitutes a legitimate safety concern. x 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. 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.

### **V. Removal of Service Animals**

A service animal may be removed by state, local government or campus 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.

### **VI. 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.

## **VII. 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.

# Appendix E

## 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/resources/opdmds/>