

# Student Handbook

VALENCIA COLLEGE

## The Office for Students with Disabilities

Committed to the fulfillment of equal educational opportunity, autonomy, and full inclusion for students with disabilities

Updated 2023

# Notice

The Student Handbook, provided and represented by the Office for Students with Disabilities, highlights College policies, procedures and practices. It is provided generally for personal education and information. As such, it cannot be construed as a legal document or contract, nor does it supersede applicable federal, state, local or College policies. Nothing within the Student Handbook should be construed as legal advice or opinion.

In addition, due to necessary revisions that may occur throughout the academic year, this iteration of the Office for Students with Disabilities Student Handbook may be outdated without formal or informal notification. Updated information will be added as soon as possible. Regardless, the issue located on the [Office for Student with Disabilities \(OSD\) website](#) is considered the most up-to-date version.

# Contact

**College-Wide Teletypewriter (TTY): 407-582-1222**

## **East Region**

### East Campus

Building 5, Room 216

Phone: 407-582-2229

Sorenson Video Relay Service (SVRS):

Building 5, Room 216 (OSD), 407-374-1564

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

Fax: 407-582-8908

[osdeast@valenciacollege.edu](mailto:osdeast@valenciacollege.edu)

### Winter Park Campus

Building 1, Room 212

Phone: 407-582-6887

Sorenson Video Relay Service (SVRS):

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Fax: 407-582-6841

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## Lake Nona Campus

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Sorenson Video Relay Service (SVRS):

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## **West Region**

### West Campus

Building SSB, Room 102

Phone: 407-582-1523

Sorenson Video Relay Service (SVRS):

Building SSB, Room 102 (OSD), 407-992-8941

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

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### Downtown Campus

Union West Building, Room 210B

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Sorenson Video Relay Service (SVRS):

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## **Osceola Region**

### Osceola Campus

Building 2, Room 102

Phone: 407-582-4167

Sorenson Video Relay Service (SVRS):

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

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

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### Poinciana Campus

Phone: 407-582-4167

Sorenson Video Relay Service (SVRS):

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# **About The Office for Students with Disabilities**

## **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 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 Americans with Disabilities Act (ADA), Americans with Disabilities Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act.

## **Objectives**

- To facilitate the highest levels of educational excellence and potential quality of life for students with disabilities

- To achieve the highest levels of competence and integrity in all areas of assistance dedicated to students with disabilities. This support is guided by the consistent use of impartial, professional judgment, especially when addressing the confidential nature of a student's disability
- To continually participate in professional 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
- To support the institution's academic standards
- 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 required 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 equally and fully in an atmosphere free from all forms of harassment—including sexual harassment—discrimination or intimidation.

As an equal opportunity institution, and as institutionalized by the District Board of Trustees, Valencia College provides equal opportunity for employment and educational opportunities, including that of employment applicants, residing employees, admission applicants, residing students and others affiliated with the College with no regard to race, color, national origin, age, religion, disability, marital status, gender and any other identifiers protected under applicable federal, state and/or 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.



# Registration Process

Students with disabilities seeking information, counsel, assistance and/or accommodation for their academic endeavors must first register with OSD to facilitate personal and student specific conversations related to their academics and barriers to their academics due to their disability.

The steps of registration include:

- Provide appropriate documentation of the disability for which reasonable accommodations are being requested
- Complete a brief intake course within Canvas
- Set up an appointment with an OSD Advisor/Coordinator
- Meet with an OSD Advisor/Coordinator to review the submitted documentation, facilitate a personal dialogue and request reasonable accommodations
- Aid in notifying course instructor(s) of the approved accommodation(s) through the Letter of Accommodation (LOA) 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 given time.

Before starting the registration process, **eligibility** and **responsibility** must be examined.

## **Eligibility**

Valencia College, though OSD, provides disability related services to **all qualified students with disabilities**, as defined in law.

“No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, 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 or under any program or activity conducted by any Executive agency or by the United States Postal Service,” (Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C § 794).

Valencia College, as provided through ADA, defines qualified students with disabilities as:

“...an individual with a disability who, with or without reasonable modifications to rules, policies or practices, the removal of architectural, communication or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity,” (Americans with Disabilities Act of 1990, 42 U.S.C § 12131 [Section 201.]).

Further, Valencia College, as provided within ADA, defines a disability as an individual who:

“Has a physical or mental impairment, which substantially limits one or more major life activities, has as a record of such an impairment or is regarded as having such an impairment,” (Section 540 of the Rehabilitation Act of 1973, 34 C.F.R. [Part 104]).

Section 504 of the Rehabilitation Act of 1973 protects the rights of qualified individuals who have disabilities as follows, though no limited to:

Blind/Visual Impairment  
Deaf/Hard-of-Hearing/Hearing Impairment  
Cerebral Palsy  
Epilepsy/Seizure Disorders  
Orthopedic/Mobility Impairment  
Specific Learning Disability  
Speech/Language Disorder  
Tourette's Syndrome  
Spinal Cord Impairment/Injury  
Psychiatric Disability  
Muscular Dystrophy  
Multiple Sclerosis  
Arthritis  
Cancer  
Traumatic Brain Impairment/Injury  
AIDS

## **Responsibilities**

**Valencia students with disabilities** are responsible for the following:

- Identifying as an individual with a disability when an accommodation is needed and seeking information, counsel and assistance as necessary
- Providing appropriate documentation of the disability and how it limits participation in courses, programs, services, activities and facilities
- Following established procedures for obtaining reasonable accommodations, academic adjustments and/auxiliary aids and services
- Meeting and abiding by the College's academic, conduct and technical standards

**Additionally, students are both responsible and encouraged to contact the Office for Students with Disabilities if reasonable academic adjustments and/or accommodations are not implemented in an effective or timely way.** We are here to ensure that accessibility, compliance and care are met—please aid us in doing so.

**Valencia College**, and all applicable employees, are responsible for the following:

- Ensure that courses, programs, activities and facilities—when viewed in their entirety—are available and usable in the most integrated and appropriate settings
- Provide information to students with disabilities in accessible formats upon request
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, activities and facilities
- Evaluate students on their abilities and not their disabilities
- Maintain appropriate confidentiality of records and communication

## **Submitting Documentation**

Eligible students with disabilities, who understand their personal responsibility and are looking to register with OSD, must first submit appropriate documentation of disability. **The documentation provided must establish the student as a person with a disability and provide rationale for reasonable accommodations.**

Students can upload documentation through their Atlas account as follows:

1. Following the Atlas login prompt, select the 'Students' tab
2. Next, view the 'Student Resources' area on the screen
3. Then, expand the 'Academic Resources' section where the 'Office for Students with Disabilities Documentation Upload Form' is located
4. Finally, select the 'Office for Students with Disabilities Documentation Upload Form'

## **Documentation Criteria**

At Valencia College, in order to provide reasonable, effective and appropriate academic accommodations to students with disabilities, the Office for Students with Disabilities (OSD) requires students to provide recent, relevant and comprehensive medical-related documentation of disability and the disability's impact on the student's participation in a course, program and/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 and the Americans with Disabilities Act (ADA)

Once providing acceptable documentation, student will have the ongoing opportunity to discuss the impact of the disability on their academic performance, as well as discuss what accommodations have been effective and what accommodations have not been effective in combating those impacts. In doing so, students will receive appropriate accommodations, listed on a Letter of Accommodation (LOA), which will be provided to their professors and reviewed each semester.

All submitted documentation, inclusive of letters, reports and/or plans, must be typed, on letterhead and include disability related evidence, as stated in the categories that will follow. The professional documenting the disability must be identified by name, title and



professional credentials. **It is not permissible for the diagnostician to be a family member or friend.** Information about their license and/or certification, as well as the area(s) of specialization, employment and the state/province in which the individual practices, must additionally be identified. This information must be readily identifiable.

Criteria for acceptable and unacceptable documentation is as follow:

## **Complete or Sufficient Documentation**

- Submitted documentation, inclusive of a note from a physician, educational plans—such as IEP and 504 Plans—and psychoeducational and neuropsychological evaluation reports, must be typed and on official letterheads
- They must be dated and signed by a physician, educational manager and/or evaluator that is qualified to diagnose or notify of a diagnosis, including information about their license and/or certification, background and area of specialization
- Documentation must reflect a specific diagnosis or condition, along with the academic barriers and/or current, functional limitations presented by the disability, i.e., how does the disability pose a barrier for the student academically?
- Where appropriate, include a DSM-IV code for diagnosis
- In the event medication is administered, identify any side effects that impact academic performance

# **Incomplete or Insufficient Documentation**

- Handwritten notes on prescription (Rx) pads
- Documentation written by family members, family friends or close friends
- Although providing historical evidence of services and accommodations, Individualized Educational Plans (IEP) and 504 Plans are generally not considered sufficient enough documentation—unless they contain required information—and may be used as supplemental documentation rather than exhaustive

## **Complete or Sufficient Documentation by Category**

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

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis and/or a summary provided by a physician who is treating or has treated the student for their diagnosis

- Information regarding prescribed medications, if any, and any related side effects that impact academic performance
- Information regarding functional limitations and/or barriers connected to ADHD or ADD in the academic environment, 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 and/or a summary provided by a physician who is treating or has treated the student for their diagnosis
- Information regarding prescribed medications, if any, and any related side effects that impact academic performance
- Information regarding functional limitations and/or barriers connected to Asperger's Syndrome or Autism Spectrum in the academic environment, i.e., how does Asperger's or Autism impair the student's ability to learn?
- Recommended reasonable accommodations that will provide effective access to the student's academic program

## **Visual Impairment – Blind or Low Vision**

Defined by the State of Florida, visual impairment eligibility is contingent on a manifestation of at least one of the following: “visual acuity of 20/70 or less in the better eye after best possible correction, a peripheral field so constricted that it affects the student’s ability to function in an educational setting, a diagnosis of visual impairment after best correction or a progressive loss of vision that may affect the student’s ability to function in an education setting” (State Board of Education Rule 6A-6.03014, Florida Administrative Code [F.A.C]). Examples may include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa and strabismus.

In continuation, documentation must reflect:

- Documentation from a certified ophthalmologist or optometrist
- Documentation from an agency specialized in working with and assisting individuals who are visually impaired (i.e., Division or Blind Services)
- Information regarding functional limitations and/or barriers connected to vision loss in the academic environment, i.e., how

does the 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

## **Hearing Impairment – Deaf or Hard-of-Hearing**

Defined by the State of Florida, hearing impairment eligibility is contingent on a manifestation of the following: a loss of thirty (30) decibels or greater, pure tone average of 500, 1000 and 4000 (Hz), unaided, in the better ear (State Board of Education Rule 6A-6.03013, Florida Administrative Code [F.A.C]). Examples may include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness and acoustic trauma hearing loss or deafness.

In continuation, documentation must reflect:

- Documentation from a certified audiologist or otolaryngologist
- Information regarding functional limitations and/or barriers connected to hearing loss in the academic environment, 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

## **Orthopedic**

- Documentation from a certified physician who is qualified to diagnose and treat the condition, including the identification of the specific orthopedic condition
- Information regarding prescribed medications, if any, and any related side effects that impact academic performance
- Information regarding functional limitations and/or barriers connected to the orthopedic condition in the academic environment, i.e., how does the orthopedic condition impair the student's ability to learn?
- Recommended reasonable accommodations that will provide effective access to the student's academic program

## **Other Health Disabilities**

- Documentation from a certified physician who is qualified to diagnose and treat the condition, including the identification of the specific medical condition
- Information regarding prescribed medications, if any, and any related side effects that impact academic performance
- Information regarding functional limitations and/or barriers connected to the medical condition in the academic environment, i.e., how does the medical condition impair the student's ability to learn?
- Recommended reasonable accommodations that will provide effective access to the student's academic program

## **Psychological/Emotional/Behavioral**

- Documentation from a certified physician, psychologist, psychiatrist, licensed social worker or licensed mental health counselor who is qualified to diagnose and treat the condition, including the identification of the specific psychological/emotion/behavioral disability
- Information regarding prescribed medications, if any, and any related side effects that impact academic performance

- Information regarding functional limitations and/or barriers connected to the psychological/emotion/behavioral disability in the academic environment, i.e., how does the psychological/emotion/behavioral 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**

- Documentation featuring a psycho-educational evaluation or neuro-psychological evaluation based on adult norms
  - Evaluations that exceed 5 years or are based on child norms are not acceptable and will require an addendum and/or different, applicable documentation—and addendum may be used to confirm that academic barriers are still present and/or if any additional academic barriers have manifested
- Documentation including IQ evaluation narrative, scores and sub-test scores based on adult norms
  - IQ evaluation recommendation(s):
    - Weschler Adult Intelligence Scale (WAIS-IV)
    - Reynolds (RAIS)



- Documentation including academic achievement evaluation narrative, scores and sub-test scores based on adult norms
  - Academic achievement evaluation recommendation(s):
    - Woodcock-Johnson WJ-III (Achievement Test)
- Documentation including cognitive processing narrative, scores and sub-test scores based on adult norms
  - Cognitive processing recommendation(s):
    - Woodcock-Johnson WJ-III (Cognitive Battery Test)
- Brief screening measurements are not sufficient
- Information regarding functional limitations and/or barriers connected to the specific learning disability in the academic environment, 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**

- Documentation from a certified physician or practitioner who is qualified to diagnose and treat the condition, including the identification of the specific speech/language disorder
- Information regarding functional limitations and/or barriers connected to the speech/language disorder in the academic

environment, i.e., how does the speech/language disorder impair the student's ability to learn?

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

## **Traumatic Brain Injury**

- Documentation featuring a psycho-educational evaluation or neuro-psychological evaluation based on adult norms
- Documentation including IQ evaluation narrative, scores and sub-test scores based on adult norms
- Documentation including academic achievement evaluation narrative, scores and sub-test scores based on adult norms
- If the above evaluations are not readily accessible or available, a letter from a certified physician or practitioner who is qualified to diagnose and treat a traumatic brain injury is acceptable
- Information regarding functional limitations and/or barriers connected to the traumatic brain injury in the academic environment, i.e., how does the traumatic brain injury impair the student's ability to learn?
- Recommended reasonable accommodations that will provide effective access to the student's academic program

# Next Steps

Once documentation is received, allow for a two-week timeline for review and approval of evaluations. After which, the remaining steps, as discussed previously in this handbook, can be expected (See 'Registration Process').

If submitted documentation is not acceptable/appropriate for approval or in need of adjustment, expect communication via Valencia email and/or via personal phone number regarding resubmitting different documentation or making adjustments to already submitted documentation.

# Accommodations

Once students have completed the first few steps in the registration process, they will be able to facilitate a conversation with an OSD Advisor/Coordinator regarding reasonable accommodations to address academic barriers. Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment
- The known, possible accommodations that may have success in removing barriers
- Whether or not the student has access to the course, program, service, activity or facility without accommodations
- Whether or not essential elements of the course, program, service activity or facility are compromised by the accommodation

OSD recognizes 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. If those criteria

are met, accommodations will continue; however, students are encouraged to schedule an appointment prior to the start of each semester to discuss ongoing or new accommodations, which will then bring about the formation of the semester's Letter of Accommodation (LOA).

Under the provision of 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
- Refuse services to students who do not meet the standards establishing them as a person with disability
- Refuse services to students who do not produce acceptable documentation or who do not follow procedures for accessing services

## **Letter of Accommodation (LOA)**

Once students have met with an OSD Advisor/Coordinator and have received approved accommodations, a Letter of Accommodation (LOA) may be generated. An LOA lists all of the student's approved accommodations. At the student's request, the form is then issued to

communicate with Valencia faculty and staff about the accommodations needed for the student to have equal access.

The student is responsible for requesting their LOA at the start of each term. In addition, the student is also encouraged to communicate with their instructors about their accommodations and any adjustments that may need to be made in the course of the term. **If you do not request that your LOA be given, the instructor does not have to provide your accommodations.**

Accommodations listed on the LOA may change through the course of a student's enrollment due to changes in disability status, disability documentation or program standards and requirements. Students are responsible for scheduling an appointment to discuss any new accommodations.

## **Common Academic Adjustments**

Common, reasonable, academic accommodations that Valencia provides to qualified students with disabilities may include, though are not limited to:

- Accessible classrooms/locations/furniture
- Priority registration
- Testing accommodations
- Note taking
- Assistive technology services
- Alternative format materials
- Scribe and reader services
- Course substitution
- Sign language interpreters/captionist

**Students who have received disability related accommodations from another higher education institution or from their secondary institution (i.e., middle and high school), should not expect a replica of those accommodations.** While there may be overlap, higher education institutions, including Valencia College, perform their own accommodation evaluation that may or may not be based on past accommodations.

## **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

Common testing accommodations include extended time, testing in a distraction-reduced room, tests in alternative format, interpreted tests and the use of adaptive equipment. Students are responsible for arranging testing accommodations with their professor and/or the Office for Students with Disabilities. Assistive technologies may also be available for students to utilize, if eligible. Students need to contact the Office for Students with Disabilities and the instructor at **least one week prior** to their testing date to arrange for accommodations, if additional services are needed.

## Note Taking

In evolving with the times, note taking is primarily provided to qualified students through a digital service. This service, called Notetaking Express (NTE), utilizes professional notetakers to create notes from audio and/or video directly from courses typically within a 24-hour period.

Under specific circumstances, students may request for a physical note taker. Students who believe that a physical note taker may better



fit their needs should facilitate a conversation with their OSD Advisor/Coordinator to determine their eligibility.

Students using note taking services must agree to the following:

- To attend class as scheduled, if any classes are in-person/hybrid (missed, live lectures are considered the student's responsibility to handle)
- To upload or record only their class lectures and/or videos
- To not share or distribute their class lectures or videos and/or notes created by NTE
- To communicate with OSD if they have any issues receiving or accessing their notes

## **Assistive Technology Services**

In order to access course materials, some students may need to utilize assistive technology. Assistive technology is offered to qualified students based on their submitted documentation and needs. Technology is not guaranteed and is loaned on a semester basis unless it is available to all as provided by the College.

## **Technology available to All Students**

As provided by Valencia, below are technology systems, devices and/or applications that are provided college-wide on campus:

- [Sorenson ntouch VideoPhone](#) (Sorenson)
  - Deaf individuals can make and receive Sorenson Video Relay Service (SVRS) calls, as well as make direct calls to other videophone users
  - Locations vary (See 'Contact')
  
- [SARA Scanning and Reading Appliance](#) (Freedom Scientific)
  - A stand-alone scanner which enables the reading of a wide variety of printed materials such as textbooks, handouts, among others
  
- CCTV
  - A stationary magnification system designed to enlarge documents such as textbooks and handouts
  - Locations and models vary—please contact OSD for further information
  
- Computers with Assistive Technology
  - Computers within computer labs on each campus that have assistive technology software

# Technology available to Loan

Technology that is available to loan for qualified students are listed as follows:

- [ONYX Desktop Magnification Camera](#) (Freedom Scientific)
  - A camera system designed for viewing materials at a distance and/or magnifying documents, such as reading materials and classroom assignments
- [AT-216 Personal FM System](#) (Comtek)
  - A personal FM system designed to amplify desired sounds, allowing students to participate in listening situations without strain
- [Ruby XL HD](#) (Freedom Scientific)
  - A digital magnifier that pairs crystal clear, high-definition resolution with a lightweight portable design.
- [Echo Smartpens](#) (Livescribe)
  - A recording pen designed for note taking that plays back anything written or recorded while using it

- [Livescribe 3](#) (Livescribe)
  - Using Bluetooth Smart wireless technology, pair notes written or recorded to a tablet or smartphone
- [Optelec Compact 4 HD](#) (Optelec)
  - A high-definition video magnifier that combines the benefits of a hand-held and dome magnifier in a single design for a comfortable reading experience
- Laptops (Dell)
  - Used for remote speech-to-text services, such as C-Print or CART, in the classroom and for special events.

## **Assistive Software**

The college offers the following assistive software collegewide. Some of the licenses are available on most open access computers and some of the licenses are more limited.

- [JAWS Screen Reader Software](#) (Freedom Scientific)
  - A screen reading software that reads aloud the computer screen and provides users with a unique set of navigational tools to allow access to all screen and web content
- [MAGic Screen Magnification Software](#) (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](#) (Texthelp)
  - A multi-sensory software solution designed to support reading, writing and studying skills on PC and MAC systems
- [Dragon Naturally Speaking Software](#) (Nuance)
  - A speech recognition software that allows students to express their ideas in writing

Additional assistive technology may include talking graphing calculators, trackball mice, braille keyboards, adaptive keyboards, among others. Students interested in loaning equipment and/or training/demonstration, should first review their options with their OSD Advisor/Coordinator, then contact the Assistive Technology Specialist at the Office for Students with Disabilities for acquisition and/or demonstration.

## **Alternative Format Materials**

In order to access course materials, some students may need their materials, such as a textbook, in an alternative format. Alternative formats can be arranged for students, depending on the student's documentation, preference, effective alternatives, content, volume of the material, date of the request and resources at the time.

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

- Be registered with OSD
- Have as an approved accommodation
- Be registered in the course(s) for which the alternative format(s) is being requested
- If not registered., Inform OSD when registration for the course(s) has occurred
- Purchase the textbook(s) and/or college materials and provide proof of purchase, unless the materials are provided by [Learning Ally](#)

The mode of which the alternative format can be processed are as follows:

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

Every effort is made to provide the format a student prefers; however, there is no guarantee that the preferred format will be available. In the case of a conflicting preference, an effective alternative will be provided.

Students should request alternative formats as soon as possible—preferably before or at the start of the semester—as **the production**

**of alternative format materials can take up to 30 business days from the date the material is available for production.** Requests received less than 30 days prior to the start of a term will be converted and delivered as soon as possible and are not guaranteed by the start of the semester. Students can utilize SARA or Kurzweil Reader in campus libraries to access textbooks and other course materials until alternative format materials are available.

## **Scribe and Reader Services**

Students with qualifying documentation may arrange for scribe/reader services. Scribes/readers may be allowed to read in the classroom, lab and/or testing area. Scribes are responsible for writing down information as dictated by the students; readers are responsible for reading information to the students. Scribes/readers cannot do the following: explain, re-word or assist with choosing answers on a test, nor can they tutor, teach class materials, do personal tasks or errands or serve as a go-between for the students and the instructor. Services must be requested four weeks prior to the first day of the term.

# Course Substitution

Course substitutions will be considered only for students who have documented disabilities that specifically show the student's inability to meet the course requirements.

According to the State of Florida [s. 1007.02(2)], "a student with a disability who is otherwise eligible shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability."

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



# Applying for Course Substitutions

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

- Formally request a course substitution by scheduling a conference with an OSD Advisor/Coordinator and complete the Valencia College Course Substitution Request Form. The OSD Advisor/Coordinator will assist in the completion of the steps listed on the request form.
- Submit a letter that requests a course substitution and explains why the student feels that they require 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 (i.e., tutorial support, extended test time, note-taking assistance, individual instructor attention, etc.).
- Submit evidence that documents utilization of all support/accommodation efforts (i.e., 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**

Deaf and Hard-of Hearing students may be eligible for additional services to aid in academic access.

## **Confidentiality:**

In combination with the Family Educational Rights and Privacy Act (FERPA), OSD adheres to strict right-to-privacy guidelines and ethical standards, including the NAD- RID Code of Professional Conduct. 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/Coordinators 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 Coordinator for Deaf and Hard-of-Hearing services is responsible for determining the type of services provided to a student. Students may request the type of service preferred; strong consideration is given to the student's previously successful accommodations. The Coordinator for Deaf and Hard-of-Hearing services 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 24 hours after class whenever possible. **Students will not receive transcripts of any missed classes.**

## **Assistive Listening Device (ALD)**

An Assistive Listening Device (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 Office for

Students with Disabilities and may be checked out each term to eligible students. To request the use of an ALD for a term, student's must:

- Provide appropriate documentation (an audiogram and audiologist's report)
- Meet with the Coordinator for Deaf and Hard-of-Hearing services to learn how to use the ALD
- Complete an adaptive equipment loan agreement
- Report any problems to OSD immediately
- Return the ALD and all its parts to OSD by the return date in good working condition

If the ALD is not returned by the designated date and all its parts are not in good working condition, OSD may put a hold on your Valencia account.

## **Using Interpreters and Captionist**

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

Students who use interpreters and captionists (service providers) are responsible to inform 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 it is advanced notice, the service provider can be canceled.

It is also important for students to contact OSD if a service provider is late or absent.

Contact the Coordinator for Deaf and Hard-of-Hearing services at 407-353-2520, [dkimmeth@valenciacollege.edu](mailto:dkimmeth@valenciacollege.edu) or contact OSD at 407-582-2229, [osdeast@valenciacollege.edu](mailto:osdeast@valenciacollege.edu).

Provide the following information:

- First and last name
- Day and time of class
- Interpreter and/or captionist name, if known
- The problem (i.e., late to class, missed class, interpreter is late or missing, etc.)

# Appendices

# **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)  
Stanford Binet 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).

- Is this animal required because of a disability?
- 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.

# **Definitions**

## **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.

## **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. “

## **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.

## **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.

# **Service Animal Use on Campus**

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.

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.

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.

The handler has full responsibility to ensure that the animal is not disruptive to any program, service, learning environment, or college activity.

# 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.

# **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.

## **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.



# **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.

Information gleaned from: [Americans with Disabilities Act Title II Regulations](#)

# Handbook Verification Form

The Valencia College Handbook for Students with Disabilities was reviewed by me. 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 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, please visit the Current Students pages that includes a copy of the [Valencia College Handbook for Students with Disabilities](#).

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

OSD Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_