



Resource Guide to Programs and Services for Students with Disabilities Attending State Funded Public Universities in Florida



Sixth Edition, January 2, 2006©

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Produced by the ADA Compliance Office at the University of Florida for students, families, teachers, faculty and administrators.

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A Letter from the Author



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January 2, 2006

Welcome to the 6th Edition of the Resource Guide:

The *Resource Guide to Programs and Services for Students with Disabilities* was first written and produced in November 1991. At that time the Florida Board of Regents was asked to fund the project and thankfully they accepted the responsibility. Since the production of the original *Guide* there were four additional editions with this being the 6th in the series.

The *Guide*, when originally produced, was designed to be a printed book. Now, with widespread electronic access, this, the 6th edition, will be available as a PDF document on the University of Florida ADA Office website. We encourage all participating institutions listed in this publication to download the PDF document and list it on their websites or link to the ADA Office website at www.ada.ufl.edu. Because this is an electronic publication we also encourage all readers to print out a hard copy of the publication.

The primary goal of this publication is to provide information to students with disabilities, their families, community college disability resource staff and high school teachers, administrators and counselors about the programs and services offered at Florida public universities.

To the students and friends of students with disabilities, as a past Director of a university Disability Resource Center and someone working in the area of ADA compliance, I recommend that you contact the institutions of interest and ask about the services available for students with disabilities. Visit the campuses you are interested in attending and speak directly with the disability resource staff on the campus. If the university you plan to attend is not listed in this publication, I strongly recommend that you contact the appropriate office on the campus of choice.

Sincerely,

Dr. Kenneth J. Osfield
ADA Compliance Office

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Alternative Formats

This document is in PDF format and can be viewed by most screen readers and can be downloaded for hard copies. There are no printed copies available so alternative formats are at the reader's discretion.

For more information, contact the ADA Office at (352) 392-7056, or email Dr. Kenneth Osfield at osfield@ufl.edu.

Telephone Contact

For those individuals with hearing and speech related disabilities when trying to contact an agency that does not list a TDD/TTY number please use Florida Relay 711 at 1-800-955-8771 (see page 15).

Introduction

This *Guide* has these fundamental goals: to heighten awareness, to provide basic information and to acquaint readers with campus and community resources available to assist them in working with individuals who have disabilities. The means of achieving these goals often are not merely matters of judgment. They are matters of knowledge and sensitivities that most of us simply do not have because of lack of experience in interacting with individuals who have disabilities.

In this 6th edition the introductory information has been expanded and the format of the publication has been changed.

Students with disabilities are a rapidly growing minority at universities in Florida and elsewhere in American higher education. During the 2002 Fall semester, 4,730 students at the eleven state run universities identified themselves as having disabilities. Since self-identification is not required this represents only a portion of the students with disabilities at these institutions. During the 2001 Fall semester 4,638 students identified themselves as having a disability. It is estimated that

approximately 11.3% of the student body across the country actually has a disability. Nationally, between 1978 and 1994, the proportion of college freshmen with disabilities tripled from 2.6% in 1978 to 9.2% in 1994 (HEATH, National Clearinghouse on Postsecondary Education for Individuals with Disabilities, Vol. 14, No. 2 &3, June/July, 1995). The HEATH Resource Center in a December 2002 newsletter reported that approximately 9.3% of all undergraduates reported having a disability on the National Postsecondary Student Aid Survey. It is also estimated that at least 10% of the overall college population has at least one disability (US Census).

President George Bush signed the Americans with Disabilities Act (ADA) into law on July 26, 1990. This law reinforces the concept of reasonable accommodations in education and mandates greater access to employment, transportation, and public accommodations for individuals with disabilities.

There is a legal imperative for equal access, which is embodied in Section 504 of the Rehabilitation Act of 1973, often referred to as the "Civil Rights

Headcount 2002

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Visual	5	15	2	25	29	1	30	28	24	59	7	225
Hearing	4	16	1	17	18	1	19	37	34	66	14	227
Physical	32	78	18	74	66	1	105	163	7	236	55	835
Learning	63	228	63	180	258	7	324	377	118	292	120	2030
Other	4	85	6	117	248	0	47	308	52	513	33	1413

Note: Unfortunately, the State University System no longer maintains data on the number of students with disabilities at each separate institution. Please contact the school(s) of your interest to obtain this information.

Act” for people with disabilities. It states, in part:

No otherwise qualified individual with a disability shall, solely by reason of 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.

In order to comply with this imperative, universities that receive federal assistance must assure that the same educational programs and services offered to other students are available to students with disabilities.

To accomplish this goal, both physical and programmatic access must be provided. This means more than the removal of architectural barriers and the provision of auxiliary services. It means that reasonable accommodations must be made in the instructional process to ensure full educational opportunity. This principle applies to all teaching strategies, as well as to institutional and departmental policies.

Background for classroom accommodation

The concept of classroom accommodations for students with disabilities is not new. As a result of the Rehabilitation Act of 1973 (Section 504), students have been requesting and receiving classroom accommodations for years. However, the ADA has brought more attention to accommodating the needs of individuals with disabilities. As a direct result of the passage of the ADA, the number of students who have identified themselves as having disabilities has increased markedly. Within the state system the numbers have risen steadily from 1989 to 2005. When the second issue of the

Guide was published in January 1993 the number of students with disabilities was reported to be 1,717 in the fall of 1992. Ten years later, during the Fall 2002 semester, the reported number of students with disabilities rose to 4,730.

Why the increase? Thanks to education, people with disabilities are becoming aware of their rights and are more inclined to be assertive when requesting accommodations. Also more institutions are aware of their responsibility and have designated funding, staff, and other resources to ensure that the needs of students with disabilities are being satisfied.

Procedures for providing accommodations

In order to assist faculty and students, universities listed in this publication have established procedures for students to request accommodations based on a disability. The process is designed to minimize the impact upon faculty members and maintain privacy rights of the student, while providing the necessary accommodations for the student. Those procedures vary from institution to institution. For specific university procedures refer to the individual pages devoted to each institution.

Documenting disabilities

All students with disabilities, whether a visible or hidden disability, who request an accommodation are required to provide appropriate documentation of that disability to the appropriate agency on a particular campus. For more information on the exact procedures please contact the institution of interest.

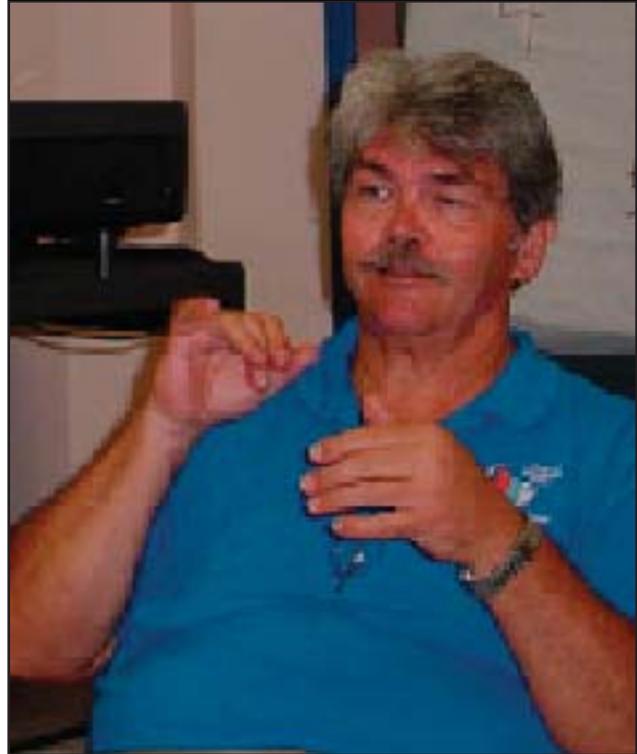
Effective Classroom Accommodations

University Responsibility

Faculty members are usually the first to know that a student with a disability is in class. Students with disabilities are not required to register with any agency on campus, unless they request specific classroom accommodations as a result of their disability. At that point they are required to register with the designated agency on that campus. It is the university's responsibility to provide assistance once notification has been submitted to the university office responsible for programs and services for students with disabilities that someone has a disability. Each institution covered in this publication has specific procedures in place to ensure that students with disabilities receive the appropriate accommodations. With that said though, the institution must not take a laissez-faire approach to the accommodation process. The institution should provide information about the services available at every possible opportunity.

Reasonable accommodation in the classroom is an individual civil right guaranteed by federal legislation (ADA and Section 504). Once the accommodations are identified, the accommodations must be provided. The only option is how the accommodation will be provided. Most classroom accommodations are easy to arrange and will not take much time to administer.

The issue of fairness and classroom accommodation is raised often. Classroom accommodations provide an opportunity for students with disabilities to compete on equal



terms with other students in class. Individual accommodations are a civil right guaranteed under federal law. The accommodations prescribed through the university office responsible for programs and services for students with disabilities are not frivolous or arbitrary. They are individually designed for each student based on appropriate documentation on file in the office. Although accommodations may appear similar for many students, they are typically based on individualized need and disability documentation.

Accommodations necessary for ensuring complete access to and full participation in the educational process do not require the instructor to adjust evaluations of academic performance. Rather, the accommodations make it possible for a student with

a disability to truly learn the material presented and for an instructor to fairly evaluate the student's understanding of the material. Examples of some accommodations are:

- Priority seating in the classroom
- Change of classroom
- Faculty member standing facing the class when speaking
- Assistance in identifying a notetaker
- Tape recording of lectures
- Use of scribes
- Use of sign language interpreters
- Providing copies of overhead demonstrations and lecture notes
- Reduced course load
- Captioning or transcription work
- Enlarged print on exam questions or class materials
- Readers
- Use of computers in taking tests
- Alternative test formats (Braille, large print)
- Alternative access to material covered in a field trip

- Advanced copy of syllabus, textbook and course materials
- Extra time on tests, exams and quizzes
- Flexible attendance policies
- Tape-recording exam questions and answers

Student Responsibility

Students with disabilities are responsible for ensuring that the university they choose is aware of their disabilities that require accommodations during their enrollment. Students with disabilities should contact the appropriate agency on campus, and make arrangements to discuss what accommodations are needed. It is strongly advised that the initial meeting or discussion take place prior to the start of school.

Students with disabilities must maintain the same responsibility for their education as students who are non-disabled. This includes achieving the same academic standards, attending class, maintaining appropriate behavior, and providing timely notification of individual needs.



Where to Go for Help

It would be impossible to address every aspect of college life affecting students with disabilities. The purpose of this section is to highlight some of the critical issues when advising students with disabilities.

Under both the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 (Section 504), universities cannot discriminate against qualified individuals with disabilities. To ensure that discrimination does not take place, every public institution was required to self-evaluate its programs, services, and activities; and the rules, policies, and procedures that guide the administration of those programs, services, and activities.

Due to the nature of higher education in Florida, there are many legislative statutes that dictate how education is directed. Some of those statutes, and their ensuing rules, policies and procedures have the effect of discriminating against qualified individuals with disabilities. Each university, in turn, institutes its own rules to address those state rules. Whether a state or local rule, a review of policies and procedures should have taken place and changes should have occurred if the policies or procedures were found to have a discriminatory affect. (See pages 13 to 14 for state statute information.)

Self-Identification

Students with disabilities are not required to inform the university that they have a disability either in the admission process or while enrolled. For those students with disabilities who request specific classroom accommodations or ask for individual consideration in the application process, then and only then, can the appropriate university office ask for documentation to verify the disability.

Documentation

When are students required to provide documentation that verifies their disability? At the point a student with a disability requests an accommodation they should submit the appropriate documentation of their disability. Each institution has procedures in place that outline what is required.

Accommodation Procedures During the Admission Process

Admission (lower division, transfer, upper division, graduate school and professional programs)

Florida Administrative Code (FAC) Rule 6C-6.018 sets the foundation for disability based petitions to the admissions process. The rule states that each university shall provide an opportunity to present evidence to support the applicant's disability and an appeals process. (Refer to page 13 for 6C-6.018.)

SUS Undergraduate Application

The SUS undergraduate application provides an opportunity for students with disabilities to ask for special consideration during the admission process by checking a box on the application form. When a student checks the box for special consideration, s/he is informing the university that s/he has a disability. Students should be given an opportunity to explain what unique consideration they will require in the admission process. The purpose of this section, on the application form, is to provide an opportunity for students to inform the university about circumstances in their education that may have been impacted by the disability. It is voluntary and not required. Many students with disabilities need no individual consideration

and have no disability related circumstances that have impacted their education. However, many do. Students should be given an opportunity to explain the link between their disability and the specific admission criteria. Many students, due to disabilities, may not have completed foreign languages, college level math, and other specific courses.

GPA and Standardized Test Scores

During the application review process, it is important to look at the overall student admission information. There are guidelines, set by the FBOE (Florida Board of Education), that dictate minimum GPA and test scores. However, such guidelines do, in effect, discriminate against some students solely on the basis of their disability. The basis for accepting a GPA or standardized test score that is below FBOE minimums is §1007.264 and FAC Rule 6C-6.018. Graduate students with disabilities who do not meet the FBOE minimums may qualify for the FBOE 10% exception rule.

Substitution - Admission Requirements (§1007.264)

It is generally accepted that there are some admission requirements for which substitutions may be made. For instance, the foreign language requirement - students who provide documentation verifying that, as a result of a specific disability (i.e., dyslexia) they were unable to complete a foreign language, should have the opportunity to substitute other courses. Each request must be reviewed individually and the result based on the specifics of the request.

When are substitutions or modifications not required?

When the substitution or modification to the admission or graduation requirement will result in a fundamental alteration (ADA, §1007.264) in the nature of the program, then the substitution or modification is not required. Or, when the institution can demonstrate that an academic requirement is essential (Section 504) to the program of instruction being pursued by the student or to any directly related licensing requirement then it is not required. In most cases, general education requirements can be and are substituted regularly (e.g., Foreign Language, Gordon Rule computation and communication). On the other hand, courses that are considered a fundamental part of the program do not have to be substituted for.

Substitution - graduation requirements (§1007.264)

Under the guidelines spelled out in §1007.264 and FAC Rule 6C-6.018 a student who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability, is eligible for reasonable substitution for any requirement for graduation, when documentation is provided that the student's failure to meet the requirement is related to their disability, and when the failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program.

Academic requirements that the institution can demonstrate are essential to the program of instruction being pursued by the student or to any directly related licensing requirement are not regarded as discriminatory. Each request is reviewed individually.

Dispelling Myths

The similarities of students with disabilities to students without disabilities are greater than their differences. The first step in working with people with disabilities is easy: **treat them as you would any other person.** After all, they come to college for the same reasons others come, and they bring with them the same range of backgrounds, intelligence, and scholastic skills. These truths are easier stated than acted upon. The best of intentions may be derailed by attitudes that dramatically distort our interaction with people who have disabilities.

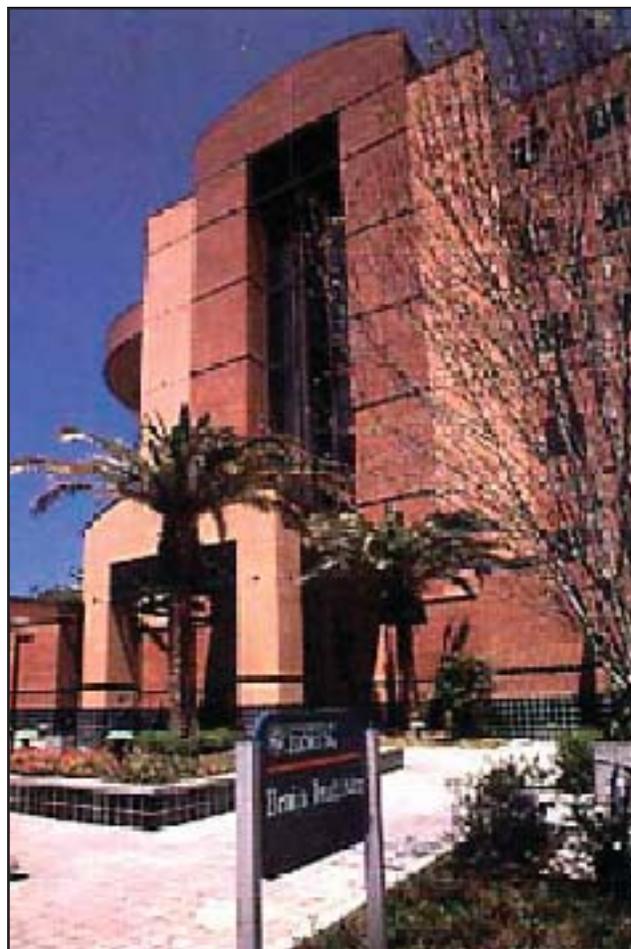
Attitudes that distort our relationships with people who have disabilities may occur without malice, and are often the result of fears, guilt or inexperience with individuals who have disabilities. Distorting attitudes can be devastating to persons with disabilities. Unfounded or inappropriate attitudes reduce or bias our expectations of individual performance.

Defining a person by the disability, not by the person's humanness, leads us to isolate and segregate people with disabilities. It also hurts their pride and damages their confidence. Unfounded or inappropriate attitudes can be more disabling than any diagnosed disability.

Stereotyping prevails on campus, as it does in the larger society. In college, though, it not only perpetuates the prejudicial treatment encountered by people with disabilities elsewhere, but it also may undermine scholastic performance or access to educational opportunities. Stereotyping also reinforces barriers that students with disabilities are trying to overcome at critical junctures in their lives.

Revising our perceptions and attitudes is the first step in accommodating students with disabilities.

It is vital to remember that similarities among all students are much more significant than their differences: they are all, first and foremost, students.



Disability Related Laws

Rehabilitation Act of 1973

Subpart E - Postsecondary Education
Federal Register/Volume 45
No. 92, pp. 30937-30944

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. It states that no qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. "Persons with disabilities" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment.

Admissions and Recruitment

Qualified persons with disabilities may not, on the basis of disability, be denied admission or be subjected to discrimination in admission or recruitment. Universities benefiting from federal financial assistance may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, the university may make inquiries on a confidential basis as to disabilities that may require accommodation.

Academic Adjustments

Universities shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or

have the effect of discriminating, on the basis of a disability, against a qualified applicant or student with a disability. Academic requirements that the program can demonstrate are essential to the program of instruction being pursued by such student, or to any directly related licensing requirement, will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

All questions related to students with disabilities should be referred to the campus agency responsible for providing services to students with disabilities.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including colleges and universities), employment, transportation, and telecommunications. The ADA extends the

coverage of Section 504 of the Rehabilitation Act of 1973.

The ADA protects individuals with a physical or mental impairment that substantially limits one or more of the major life activities, has a record of a disability or is regarded as having a disability.

Employment

State University System institutions, as employers of students, faculty and staff, may not discriminate against qualified individuals with disabling conditions and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship would result.

Public Services

State University System institutions may not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them the benefits of the services, programs, or activities of the university.

Public Accommodations

Public facilities of State University System institutions, including student unions, museums, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

Telecommunications

Universities are required to ensure that communications with members of the public

and students with disabilities are as effective as communications with others. For persons with hearing and speech impairment, the universities are required to provide telecommunications devices for the deaf (TDD/TTY) using relays or other equally effective systems.

Questions

All questions related to students with disabilities should be referred to the campus agency



State Guidelines

In the 4th Edition of the *Guide* Chapter §240 of the Florida Statutes was addressed. Now as a result of the new K-20 code, the Higher Education Chapters have changed and Chapter §240 is now Chapter §1000-1013.

Florida Administrative Code (FAC)

6C-6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer and for Graduation by Students with Disabilities.

(1) A university shall provide reasonable substitution or modification for any requirement for admission into an undergraduate or graduate program of study, or for entry into the upper division, or for graduation for any student who is hearing impaired, visually impaired or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement does not constitute a fundamental alteration in the nature of the program.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142. The Florida Board of Education has prescribed in Rule 6A-10.041, FAC, the definitions of disabilities to which this Rule 6C-6.018 applies, and each university will provide the student the opportunity to present evidence to support his or her disabilities, and an appeals process.

Ch. §1000-1013 K-20 Educational Code

§1007.264 Impaired and learning disabled persons; admission and graduation substitute requirements; rules.

§1007.264 Impaired and learning disabled persons; admission and graduation, substitute requirements; rules.—Any person who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability, shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution, admission into a program of study, or graduation, where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education shall adopt rules to implement this section and shall develop substitute requirements where appropriate.

§1008.29 College-level communication and mathematics skills examination (CLAST)

§1008.29(5) Any student who, in the best professional opinion of the university, has a specific learning disability such that the student can not demonstrate successful completion of one or more sections of the college-level communication and computation skills examination and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or vice president for academic affairs for special consideration. The committee shall examine the

evidence of the student's academic and medical records and may hear testimony relevant to the case. The committee may grant a waiver for one or more sections of the college-level communication and computation skills examination based on the results of its review.

§1009.41 State financial aid; students with a disability

Notwithstanding the provisions of §1009.40(1)(b)1.b regarding the number of credits earned per term, or other financial aid eligibility requirements related to the number of required credits earned per term, a student with a documented disability, as defined by the Americans with Disabilities Act, shall be eligible to be considered for state financial aid while attending an eligible postsecondary institution on a part-time basis. The State Board of Education shall establish the necessary criteria for documentation of the student's disability, and the postsecondary institution shall make the determination as to whether or not the disability is such that part-time status is a necessary accommodation. For the purposes of this section, financial aid funds may be prorated based on the number of credit hours taken.

Equal Rights

Other sections of the statutes of interest include section §413.08 and §760.50, Florida Statutes.

Among other things, section §413.08, Florida Statutes, guarantees equal public accommodations in transportation and lodgings for the deaf, hard of hearing, blind, visually handicapped, and otherwise physically disabled. Rights are provided for being accompanied by a trained service or guide dog, or a trained nonhuman primate for persons with paraplegia or quadriplegia. Public employment and housing accommodation rights are also fully described in this section.

Part of section §760.50, Florida Statutes, extends the grant of every protection available for those with disabilities to: persons with or perceived as having acquired immune deficiency syndrome (AIDS), AIDS related complex, or human immunodeficiency virus.



Florida Relay 711

Individuals with hearing impairments, when trying to call a university, should use Florida Relay 711 (formerly the Florida Relay Service) if the department does not list a TDD number.

Things to Remember

- To make a call through Florida Relay 711, one party needs a TDD, while the other has a regular telephone.
- Calls to Florida Relay are answered by a communication assistant at the FR Center in Miami. The assistant will serve as liaison between the caller and individual being called. Each spoken word is typed into the TDD by the communications assistant. The TDD response is relayed to the communications assistant who speaks to the hearing person.
- There is no charge for this service, except on long distance calls, which are offered at discount rates.
- Florida Relay provides a toll-free 900 number 900-230-6868 which connects relay callers to any 900 or 800 Pay Per Call services. The caller is responsible for direct billing.
- The service is available 24 hours a day, 365 days a year.
- The service should not be used in an emergency. Dial 911 first.
- All relay users should have their numbers ready when they call FR.
- Hearing persons can reach individuals who are deaf, deaf-blind, hard of hearing, and speech impaired by using the service.
- FR should not handle TDD-to-TDD calls. Direct TDD calls should be made without FR assistance.

For information on how to obtain a TDD, and other assistance, call 1-800-222-2346.

For more information, visit the Florida Telecommunications Relay, Inc. website at www.ftri.org

To call Florida Relay 711, dial 711 or use the following toll free numbers:

- 1-800-955-8771 (TTY/TDD)
- 1-800-955-8770 (Voice)
- 1-800-955-1339 (ASCII)
- 1-877-955-8260 (VCO Direct)
- 1-800-955-5334 (STS)
- 1-877-955-8773 (Spanish)
- 1-877-955-8707 (French CR)

Emergency Evacuation Plan

Emergency Evacuation Procedures for Individuals with Disabilities

At some time almost everyone requires assistance in some way. People with disabilities are no different. Not everyone with a disability will require assistance in an emergency. Each individual must evaluate their own situation and decide if they need assistance. *It is the responsibility of each person to ask for help when it is needed.*

Many staff, students, and faculty with mobility related disabilities have asked the following question: What am I supposed to do in the event that an emergency occurs in the area where I work and/or live? If you have asked this question you are not alone. Contact the appropriate campus agency to find out what evacuation procedures have been developed for that campus.

Evacuation procedures are developed to:

- Provide information and options to people with disabilities about what to do in the event of an emergency, while on campus.
- Provide information to the entire campus on how to assist people with disabilities in the event of an emergency.

What Should be Done to Plan for the Assistance Needed to Evacuate?

- The time to plan for an emergency is before the emergency occurs. You should think about what you will do in the event of an emergency evacuation.
- Plan ahead - know the areas where you work and study. Check all areas out completely. Is there ground floor access? If there is not, and

you normally use an elevator to enter and leave a building, you will need evacuation assistance. Do this for all areas to which you travel on campus.

- Once you have a plan, practice that plan. If you would like someone to assist with developing an emergency assistance plan contact the university office responsible for programs and services for students with disabilities on your campus.
- Write down the emergency numbers and contacts on your campus and keep them with you.
- Employees should discuss emergency concerns with their supervisor. Students should discuss concerns with the Disability Resource Director. If you will need some type of assistance, notify the appropriate people. *Employees and students are responsible for seeking appropriate assistance.*
- Find a friend/co-worker who is willing to assist during an emergency. It is suggested you find more than one friend/co-worker in the event that person is unavailable during an emergency.

Know the building in which you work or study

- Where are the entrances and exits on the floor where you work or live? Learn the location of all exits on each floor of the buildings you routinely use. When developing your Emergency Plan include at least two exits at each location. Check each area you use carefully. Examine stairwells and doorways for clearances.
- Do you have access to the ground floor? Do you need an elevator? **DO NOT USE ELEVATORS DURING AN EMERGENCY UNLESS INSTRUCTED TO DO SO BY EMERGENCY STAFF.**

Identifying Disabilities

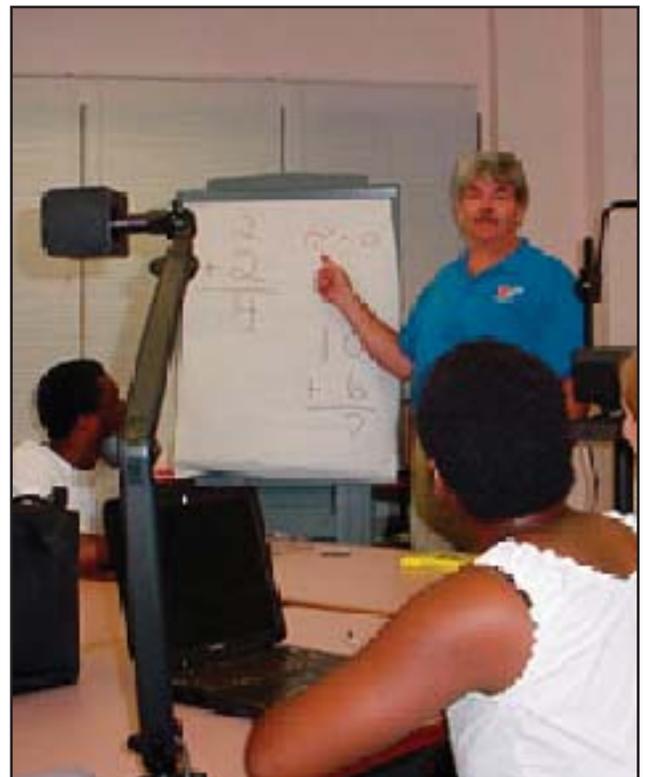
Each student brings a unique set of experiences to college, and a student with disabilities is no exception. While many students learn in different ways, their differences do not imply inferior capacities. There is no need to reduce course requirements for students with disabilities. However, special accommodations may be needed.

Determining that a student has a disability may not always be a simple process. Visible disabilities are noticeable through casual observation. For example, a person using a cane, wheelchair, or crutches may indicate that the individual has a physical impairment.

Other students may have hidden disabilities, such as hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease, psychiatric or seizure disorders, among others. Such disabilities are not visibly noticeable, therefore they are considered hidden.

Finally, there are students with multiple disabilities, which are caused by such primary conditions as muscular dystrophy, cerebral palsy, multiple sclerosis, or traumatic brain injury. Depending on the nature and progression of the condition or injury, it may be accompanied by a secondary impairment, such as difficulty with mobility, vision, hearing, speech, or coordination. These secondary impairments may, in fact, pose greater difficulties than the primary disabilities.

Some students with disabilities will identify themselves as such by contacting the designated campus agency and their instructors before or early in the semester. Others, especially those with “hidden” disabilities, may not identify themselves because of their fear of others’ disbelief either about the legitimacy of their disability or about the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their college work. In a panic they may identify themselves as disabled just before an examination and expect instant attention to their needs. Students need to act responsibly, and make their accommodation needs known well in advance.



Categories of Disabilities

SUS universities ask students with disabilities to voluntarily identify themselves and their specific disabilities. The information is kept confidential and is used to provide services to students. The objective is access and achievement at the highest possible levels.

Each university traditionally will track students with disabilities in five separate categories. The five categories are:

1. Hearing Impairment

A hearing loss of 25 decibels, plus or minus 5, or greater than 25 decibels, pure tone average of 500, 1000, 2000HZ, ANSI, unaided, in the better ear. Examples 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.

2. Visual Impairments

Disorders in the structure and function of the eyes as manifested by at least one of the following (a) visual acuity of 20/70 or less in the better eye after the best possible correction; (b) a peripheral field so constricted that it affects one's ability to function in an educational setting; (c) a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

3. Specific Learning Disability

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include ADD, ADHD, dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes.

Such disorders do not include learning problems that are due primarily to visual, hearing, or motor disabilities, mental retardation, emotional, disturbance, or an environmental deprivation.

4. Physical Impairment

Physical impairments include musculoskeletal and connective tissue disorders, neuromuscular disorders, and physically disabling conditions that may require an adaptation to one's school environment or curriculum. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm, head injury and spinal cord injury, arthritis and rheumatism, intracranial hemorrhage, embolism, thrombosis (stroke) poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease of birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

5. Other Impairments including:

• Speech Impairment

Disorders of language, articulation, fluency, or voice, which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

• Cardiovascular and Circulatory Conditions

These conditions include, but are not limited to, congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

- **Mental, Personality, or Psychoneurotic Disorders**

Any emotional or behavioral neurosis that has, or could create, an unstable condition in the individual's actions. This includes, but is not limited to, psychotic disorders, psychoneurotic disorders, alcoholism, drug dependence, and other character, personality, and behavior disorders.

- **Blood Serum Disorders**

Hemophilia, sickle cell anemia, HIV/AIDS, and disorders where the cause is unknown.

- **Respiratory Disorders**

Tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestosis, bronchiectasis, chronic bronchitis and sinusitis, and other disease of the respiratory system.

- **Diabetes, Epilepsy, and Other Conditions**

Other conditions also may constitute disabilities that require administrative or academic adjustment such as modifications to class schedules, parking, and course. For further information contact the specialists in the field of programs and services for students with disabilities.

- **Pervasive Development Disorder**

Should a student tell the university about a disability?

That is for the student to determine. The following may help you in making a more informed decision.

1. It is illegal for any university to make pre-admission inquiries about a student's disability.
2. Students with disabilities apply under the same guidelines as all other students.
3. The only time a disability needs to be mentioned in the application process is if a student wishes to apply for special

admission consideration.

4. Once admitted, a student is required to register with the university office responsible for programs and services for students with disabilities in order to receive disability accommodations at any SUS university.

Admission

Directions on the SUS application form for each university explain how to apply to the university as a student with a disability. If this option is chosen, the student may attach a letter explaining how the disability affected any questionable grades, test scores, or choices of high school courses. Once a student asks for special admission considerations the university has the right to ask for verification documentation (many universities may ask for the documentation up front). Any documentation of a disability is confidential and cannot be released to anyone without the student's permission.

Documentation of the Disability

After students are admitted and before they register with the office responsible for programs and services for students with disabilities, they are required to verify their disabilities. In order to secure services on the first day of classes, the student should make contact early, and provide requested medical or psycho-educational evaluation that has been completed within a certain period of time as determined by each SUS university. For a student in high school whose most current evaluation occurred more than three years ago, a new reevaluation before graduation is recommended. After high school graduation, evaluations are generally at the student's expense.

Notes Page

Many people print this guide for quick reference and portability. If you have printed the guide you can use this page to take notes and list questions you may have about a particular university and the programs and services offered to students with disabilities.

Scholarships

The following scholarships are available to students with disabilities. They are designed to assist students with disabilities in acquiring a quality post-secondary education.

Johnson Scholarship *State University System*

The Theodore R. and Vivian M. Johnson Scholarship Program is designed to assist undergraduate students with disabling conditions. It was established by the Johnson Foundation for disabled students who attend a university within the State University System of Florida (SUS). Scholarship recipients receive up to \$3,500 for an academic year.

The award may be used to cover the cost of tuition, fees, room and board, books, and auxiliary aids such as note takers, tutors, etc. Scholarships are renewable for a maximum of twelve semesters provided that the recipient makes satisfactory academic progress toward a degree and meets minimum performance requirements. Award recipients must enroll for a minimum of nine credit hours each semester. Scholarships are based on documented severity of a disabling condition and demonstrated financial need, among other factors.

Applications for the Johnson Scholarship are available in February. Students interested in obtaining application materials should contact the Coordinator for Programs and Services for Students with Disabilities or the Financial Aid Office at any SUS institution.

Iacona Memorial Scholarship *Florida Atlantic University*

The Matthew Iacona Memorial Scholarship Fund was established by the Palm Beach County Epilepsy Foundation for students enrolled in undergraduate or graduate programs in Exceptional Student Education at Florida Atlantic University and who demonstrate financial need. For more information, interested students should contact the Office of Student Financial Aid at (561) 367-2737.

Gore Family Memorial Foundation Scholarship *Broward County*

The Gore Family Memorial Foundation Scholarship provides assistance to Broward County undergraduate students with disabilities who need financial assistance to continue their education. Students interested in obtaining application information should contact the Gore Family Memorial Foundation at:

230 Southwest First Ave.
Fort Lauderdale, FL 33301

Ryan Disabled Student Scholarship *University of North Florida*

For information contact the program director for the Disabled Services Program at the University of North Florida at (904) 620-2769 (V/T).

Rita O'Connell Scholarship

University of Florida

The Rita McTigue O'Connell Memorial Scholarship annually awards two \$1,000 scholarships to currently registered female students who have a physical disability. Scholarships are based on academic performance and involvement in university activities. This is not a need-based scholarship, and it is highly competitive. The application process begins in January of each year is completed in March. Students must be registered with the Disability Resource Program.

For more information call (352) 392-1261.

Deb Richard Foundation Scholarship

University of Florida

The Richard Scholarship is available to incoming university freshman with hearing, visual, and physical disabilities. Each scholarship shall be renewable for up to five years so long as the recipient remains in good standing and is prudently working toward a degree. In order to qualify for the Deb Richard Foundation Scholarship, a student must be admitted to the University of Florida and submit medical documentation of his or her history of a physical disability. For application information, please email accessuf@dso.ufl.edu or contact:

John Denny, LCSW
Assistant Dean of Students
Director, Disability Resources
P202 Peabody Hall
PO Box 114075
Gainesville, FL 32611-4075
(352) 392-1261 ext. 222

Christopher M. Squitieri Scholarship

University of Florida

This scholarship is available to undergraduate and graduate/professional students in a degree-granting program. The award amount will vary depending upon the number of applicants and the need of the applicant. Applications can be obtained from the ADA Compliance Office at 354 NS Drive or the Dean of Students Office at 202 Peabody Hall, January 1 to March 14 of each year. More information or an application can be obtained from the ADA website at www.ada.ufl.edu.



Support Services

Department of Labor and Employment Security

Division of Vocational Rehabilitation (VR)

The rehabilitation services provided by this division are important to an individual whose ability to work is impeded by a physical or mental disability. VR assist individuals with disabilities as they prepare themselves for, find, and return to gainful employment.

A VR counselor determines eligibility after obtaining a complete understanding of the applicant's situation. The three eligibility criteria are:

1. The applicant must have a physical, mental or emotional disability;
2. The disability must prevent the applicant from obtaining or keeping a job; and
3. The applicant must benefit from VR services in terms of employability.

For more information, contact:

Division of Vocational Rehabilitation
Building A
2002 Old St. Augustine Road
Tallahassee, FL 32301-4862
(850) 488-6210 (V/T)
Suncom 278-6210
Fax (850) 488-8062
www.rehabworks.org

The Americans with Disabilities Act Working Group (ADAWG)

This group was established under Executive Order 01-161. It consists of a gubernatorial appointed board that meets quarterly to discuss current issues and events involving citizens of Florida

with disabilities and state-level staff who work to address action items, and motions set by the board.

It informs and assists state agencies and those they serve with implementation of the ADA. Besides providing technical assistance with overall compliance activities, the group coordinates major education seminars and makes plans for improving ADA related services and related information and referral services within the state.

For more information, contact:

Americans with Disabilities Act Working Group
4030 Esplanade Way, Suite 315A
Tallahassee, Florida 32399-0950
(850) 487-3423 (V/T)
FAX (850) 414-8908
Email: Julie.Shaw@myflorida.com
www.abilityforum.com

Division of Blind Services

This division serves persons who are visually impaired, blind, or who are threatened with blindness. Services are divided into those related to: (1) vocational rehabilitation for potentially employable persons with visual impairment and impediments to employment; and (2) medical, social, and rehabilitative assistance for children and adults with visual impairments.

For more information, contact:

Customers with immediate concerns may contact Sam Atwood, the Division Client Advocate, at 1-800-342-1828.

The DBS is divided into districts that serve various counties. To locate the division that serves your county, visit the DBS website at www.dbs.myflorida.com

Bureau of Braille and Talking Book Library Services

This library provides free services to individuals who are unable to read conventional print because of a physical condition. Available material includes more than 2.3 million items in Braille or on cassette. Users are not charged for specially designed phonographs and cassette tape players.

For more information, contact:

Florida Division of Blind Services
Bureau of Braille and Talking
Book Library Services
420 Platt Street
Daytona Beach, FL 32114-2804
(386) 239-6000
(800) 226-6075
FAX (386) 239-6069
www.dbs.myflorida.com/library/index.shtml

Advocacy Center for Persons with Disabilities, Inc.

The mission of this nonprofit organization is to advance the dignity, equality, self-determination and expressed choices of individuals with disabilities.

The Center's Information and Referral Unit (I&R) provides information on disability-related topics and referral to other agencies and programs. Direct protection and advocacy are provided under five federally funded programs:

1. Protection and Advocacy for Persons with Developmental Disabilities (PADD)
2. Client Assistance Program (CAP)

3. Protection and Advocacy for Individuals with Mental Illness (PAIMI)
4. Protection and Advocacy for Individual Rights (PAIR) and
5. Technology Assistance Program (TAP).

The Center also monitors the quality of residential support services to individuals with disabilities.

For more information visit them online at www.advocacycenter.org or contact one of the Advocacy Center's three offices in the state at:

Corporate Address:
2671 Executive Center Circle West
Suite 100
Tallahassee, FL 32301-5092
1-800- 342-0823 (Toll Free)
(850) 488-9071 (V)
1-800- 346-4127 (TDD)
FAX (850) 488-8640

South Florida Office:
4411 Sheridan Street
Hollywood, FL 33021
(800) 350-4566 (Toll Free)
(954) 967-1493 (V)
(866)478-0640 (TDD)
FAX (954) 967-1496

Tampa Office:
Times Building, Suite 513
1000 North Ashley Drive
Tampa, FL 33602
1-866-875-1794 (Toll Free)
(813) 233-2920 (V)
1-866-875-1837 (TDD)
FAX (813) 233-2917

University Addresses

Main Campus Addresses:

Florida A&M University

Tallahassee, FL 32307
(850) 599-3796 (V-Admissions)
(850) 561-2686(TDD-Admissions)
<http://www.famu.edu/>

Florida Atlantic University

PO Box 3091
777 Glades Road
Boca Raton, FL 33431
(561) 297-3040 (Admissions)
<http://www.fau.edu/>

Florida Gulf Coast University

10501 FGCU Blvd. S.
Fort Myers, FL 33965-6565
(941) 590-7878 (V- Admissions)
(888) 889-1095 (toll-free Admissions)
(941) 590-7886 (TDD- Admissions)
<http://www.fgcu.edu/>

Florida International University

University Park Campus
GC 190 University Park
Miami, FL 33199
(305) 348-2000 (Admissions)
<http://www.fiu.edu/choice.html>

Florida State University

97 South Woodward Avenue
108 Student Services Building
Tallahassee, FL 32306
(850) 644-6200 (Admissions)
<http://www.fsu.edu/>

New College of Florida

5700 North Tamiami Trail
Sarasota, Florida 34243-2197
(941) 359-4269 (Admissions)
<http://www.ncf.edu/>

University of Central Florida

Orlando, FL 32816-0001
(407) 823-3000 (Admissions)
<http://www.ucf.edu/>

University of Florida

Box 2946
Gainesville, FL 32602-2946
(352) 392-1365 (Admissions)
<http://www.ufl.edu/>

University of North Florida

4567 St. John's Bluff Rd. S.
Jacksonville, FL 32224
(904) 620-2624 (V/TDD-Admissions)
<http://www.unf.edu/>

University of West Florida

11000 University Parkway
Pensacola, FL 32514-5750
(850) 474-2230 (V-Admissions)
(850) 474-2231 (TDD-Admissions)
<http://www.uwf.edu/uwfMain/>

University of South Florida

4202 E Fowler Avenue
Tampa, FL 33620
(813) 974-3359 (Admissions)
<http://www.usf.edu/default/>

Florida A&M University

General Program

In the 2001-2002 report produced by Black Issues in Higher Education, Florida A&M University (FAMU) ranked No. 1 nationally among all colleges and universities in the production of African-American baccalaureate degree holders in all disciplines. FAMU was also listed as the No. 2 producer of African-American baccalaureates in business and education, and No. 3 in the production of baccalaureates in engineering.

In 1997, the Time Magazine/Princeton Review selected FAMU as its “College of the Year.” Additionally, in 1995 and 1999, FAMU was cited as the top producer of black baccalaureates in the nation.

In 1992, 1995, and 1997, FAMU was ranked number one, ahead of Harvard University, in the enrollment of National Achievement Scholars – the most sought after students in the nation.

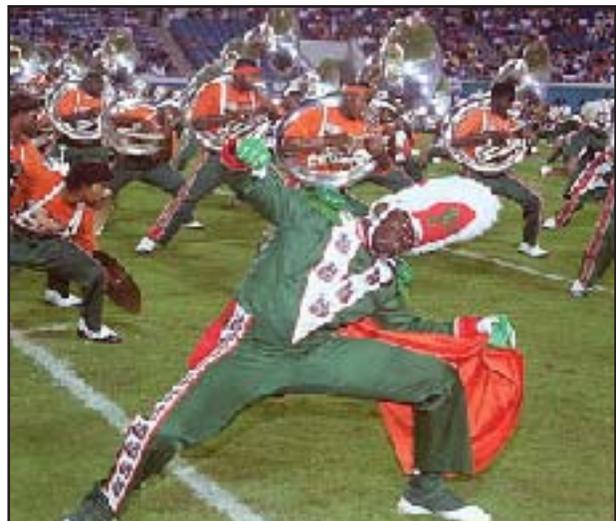
FAMU offers 100 undergraduate degrees in 59 undergraduate programs and 28 graduate programs (1 professional and 4 doctoral degrees) in its 12 schools and colleges consisting of 675 faculty members. The Doctor of Philosophy degree is offered in the College of Pharmacy and Pharmaceutical Sciences, and the FAMU/FSU College of Engineering also offers a doctoral degree. The University has five \$1 million Eminent Scholar Chairs in the Schools of Pharmacy, Business and Engineering. The Central Foundation has pledged \$1 million for a sixth endowed chair.

FAMU’s Coleman Library was recently renovated at a cost of \$6 million, adding 30,000 square feet of additional space. The 550,000

volume library has a state-of-the-art media center – the only one of its kind in Florida. The center features computer equipped study carrels, a campus-wide close-circuit television system, a teleconference center, graphic arts division and computer laboratory.

The world-famous “Marching 100” Band continues to receive national media coverage. In 1985, it became the first band outside of the Big 10 Conference to earn the Sousa Foundation’s coveted Sudler Trophy. In 1989, the band represented the United States in the Bastille Day parade down the Champs Elysee in Paris, celebrating the 200th anniversary of the French Revolution. In 1993 and 1997, the band was selected to participate in the inauguration of President Bill Clinton in Washington, D.C.

The Florida Black Archives and Research Center and Museum, housed at FAMU, remain the nation’s largest repository for African and African-American artifacts and papers.



FAMU is an equal employment and opportunity university and is committed to assuring that all persons are provided an equal opportunity to pursue employment and education opportunities free from harassment and discrimination.

Publications

A Student resource guide is available to all students upon request to the Coordinator of Programs and Services for Students with Disabilities.

Admission Procedures

Contact the Office of Admission for information about FAMU admission procedures.

Selective Services Available to Students with Disabilities

Hearing Impairments

- Interpreter service
- Teleloop
- Close-captioning capabilities
- TDD/TTY access



Learning Disabilities

- Dragon speak computer
- Specially trained tutors
- Study skills course
- Talking computers
- Special academic advising
- Reading and Writing Center
- Kurzweil Personal Reader
- Extended time on exams
- Franklin Language Master
- Grade forgiveness policy
- Recordings for the Blind and Dyslexic (RFBD)
- Tapes and recorders
- Alternate testing
- Counseling (career, personal and academic)
- Comprehensive support services



Visual Impairments

- LCE data projector
- Overhead computer projection panel
- Reader service
- Kurzweil Personal Reader
- Taping facilities
- Campus orientation
- Tapes and recorders
- Alternate testing
- Braille reader

Other disabilities

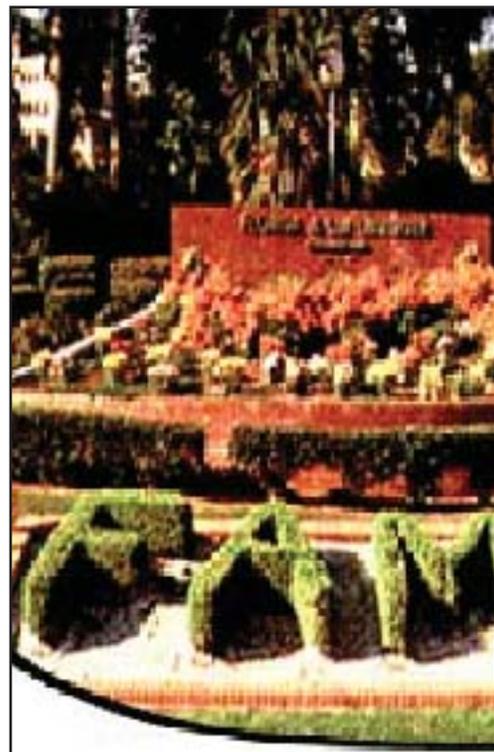
- Determined by individual needs.

Physical Impairments

- Portable wheelchair lifts
- Electronic wheelchair lifts
- Reader service
- Accessible computers
- Library access assistance
- Extended time on exams
- Campus orientation
- Tapes and recorders
- Transportation

Speech Impairments

- Tapes and recorders
- Select Services Available to Students with Disabilities



Addresses

Main Campus Address:

Florida A&M University
Tallahassee, FL 32307
(850) 559-3000

Admissions Office:

Florida A&M University
Tallahassee, FLK 32307-0077
(850) 599-3796 (V)
(850) 561-2686(TDD)

ADA/504 Compliance Office:

Mrs. Carrie M. Gavin
Director, Equal Opportunity Programs
676 Ardelia Court
Tallahassee, FL 32307-5581
(850) 559-3076 (V)
(850) 561-2998 (TDD)

ADA Coordinator:

Mr. William Adams
676 Ardelia Court
(850) 599-3076 (V)
(850) 561-2998 (TDD)

Coordinator of Programs and Services for Students with Disabilities:

Dr. Junious D. Brown II
Director Special Programs
Suite 101, H. Manning
Efferson SUB
Tallahassee, FL 32307-4000
(850) 599-3542 (V)
(850) 561-2757 (TDD)
email: junious.brownii@famuedu

Student Organization Involved with Disability Issues:

Excellence Through Caring Club
667 Ardelia Court
Florida A&M University
Tallahassee, FL 32307-4900
(850) 599-3180 (V)
(850) 561-2783 (Speech productions lab conducted by FAMU School of General Studies.)

*Photos used are from the FAMU website

Florida Atlantic University

General Program

Florida Atlantic University (FAU) was established in 1961 as the fifth public university in Florida. Located three miles from the ocean in Boca Raton, Florida, the University opened its doors in 1964 with an enrollment of 867 upper division and graduate level students. In 1984, FAU admitted its charter freshman class, thus becoming a four-year institution. By fall of 2005 enrollment had grown to nearly 26,000.

In addition to its 850-acre Boca Raton Campus, FAU campuses are located in Davie, Dania Beach, Fort Lauderdale, Jupiter, and Port St. Lucie. The Boca Raton campus houses the Dorothy F. Schmidt College of Arts and Letters, the Charles E. Schmidt College of Science, the Christine E. Lynn College of Nursing and the Colleges of Business, Education and Engineering. The College of Architecture, Urban and Public Affairs is located in downtown Ft. Lauderdale. The Harriet L. Wilkes Honors College, the first honors college in the nation to be built from the ground up, is located on the Jupiter campus.

More than 40 centers and institutes at the University play an important part in furthering its mission. Encouraging research and scholarship at the highest levels, FAU also has 18 fully funded Eminent Scholar chairs in numerous disciplines. In addition, the University is home to one of the largest lifelong learning and continuing education programs in the nation.

FAU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. FAU is also a member of the National Association of State universities



and Land-Grant Colleges and the Council of Graduate Schools in the U.S. and is additionally accredited by 12 professional agencies. Currently FAU offers 61 bachelor's, 56 master's, three specialist's and 18 doctoral degrees, along with 15 certificate programs.

FAU strives to provide equal access to a quality education by providing reasonable accommodations to qualified individuals. Contact the Office for Students with Disabilities (OSD) at (561) 297-3880, for assistance.

Mission Statement

The mission of the Office for Students with Disabilities (OSD) at Florida Atlantic University (FAU) is to support students with disabilities in their pursuit of equity and excellence in education. The OSD works with FAU faculty and staff to ensure that reasonable accommodations are provided to allow this population of students an equal opportunity to learn in the classroom setting and to have access to all areas around the FAU campus.

Publications

The OSD has published 19 brochures on a variety of disability-related issues, including documentation guidelines for various disabilities, and descriptions of services available for students with disabilities. These brochures are available upon request, and may be found on the OSD web site at www.osd.fau.edu.

Admission Procedures

Students with disabilities apply for admission to FAU in the same way as everyone else. However, prospective FAU students may request “special admission consideration based upon a disability” when the students believe that their previous academic history is insufficient to gain entrance to FAU due to their disability. Contact the Special Admissions Counselor, Office of Admissions, at (561) 297-2453 to obtain information regarding exceptions to standard admissions criteria.



Select Services Available to Students with Disabilities

Assistive Technology Lab and Training

The Assistive Technology (AT) Lab consists of a collection of specialized equipment designed to provide customized access to students registered with the OSD. Training is available on the Boca Raton campus by the AT Lab Coordinator.

Hearing Impairments

- Interpreter services
- C-Print speech to print transcription service
- FM amplification systems
- Note takers
- Front row seating

Learning Disabilities

- Study strategy tutoring
- Volunteer note takers and tutors
- Audio record lectures
- Exam accommodations
- Audio textbooks
- Reading Edge and Expert Reader
- Kurzweil 3000
- Electronic spelling aids
- Computers with voice recognition software
- Loaner equipment



Physical Impairments

- Note takers
- Accessible entry to buildings
- Accessible classrooms
- Accessible housing
- Exam accommodations
- Adaptive equipment computers
- Dragon Naturally Speaking, a voice recognition system
- Natural Point, a hands-free tracking system for computers
- Research assistants
- Scribes

Speech impairments

Communications Disorder Center for:

1. Diagnosis
2. Therapy

Interested students should contact the Department of Communication Sciences and Disorders at (561) 297-2258.

Visual Impairments

- Juliette Braille
- JAWS screen reader
- Optilec Spectrum SVGA
- Large screen monitors
- My Reader, portable CCTV magnification system
- Zoomtext magnification system
- Reading Edge and Expert Reader
- Kurzweil 3000 and Open Book
- Audio record lectures
- Exam accommodations
- Audio textbooks
- Refreshable Braille Display
- Research assistants
- Volunteer tutors
- Talking calculators
- Loaner equipment

Other Disabilities

- Exam accommodations
- Faculty advocacy
- Extended time for assignments
- Counseling referrals

Addresses

Main Campus Address:

Florida Atlantic University
PO Box 3091
777 Glades Road
Boca Raton, FL 33431

Admissions Office:

Florida Atlantic University
PO Box 3091
777 Glades Road
Boca Raton, FL 33431-0991
(561) 297-3040
(800) 299-4329
Special Admissions Counselor: (561) 297-2453

ADA/504 Compliance Officer:

Coordinator, Equal Opportunity Programs
Administration 291
PO Box 3091
777 Glades Road
Boca Raton, FL 33431
(561) 297-3004 (V)
(561) 297-2403 (TTY)

Coordinator of Programs and Services for Students with Disabilities:

Ms. Nicole Rokos
Director, Office for Students with Disabilities
SU 133
PO Box 3091
777 Glades Road
Boca Raton, FL 33431
(561) 297-3880 (V)
(561) 297-0358 (TTY)

Email: nrokos@fau.edu
Website: www.osd.fau.edu

Ms. Amy Schwartz Parker
Associate Director, Broward Campus
Office for Students with Disabilities
MD I 104
2912 College Avenue
Davie, FL 33314
(954) 236-1222 (V)
(954) 236-1146 (TTY)
Email: aschwart@fau.edu

Ms. Naomi Greelis
Coordinator, Jupiter Campus
Office of Diversity Services
SR 117
5353 Parkside Drive
Jupiter, FL 33458
(561) 799-8585 (V)
(561) 799-8565 (TTY)
Email: ngreelis@fau.edu



*Photos were provided by the FAU Office of Communications

Florida Gulf Coast University

General Program

Florida Gulf Coast University (FGCU), the tenth in the State University System, opened in August 1997, with an enrollment of 2,550 students (full time equivalent of 1,400). The average student age is 33, with many students working part or full time while pursuing their studies. Located in the Fort Myers area of Southwest Florida, the university has drawn students from the surrounding nine counties. Student enrollment is expected to grow to more than 10,000 in the next eight years. Undergraduate programs are offered in Arts and Sciences, Business, Health Professions and Professional Studies (which includes Education, Criminal Justice and Human Services). Graduate programs are offered in Business, Health Professions and Professional Studies.

Selected guiding principles focus on student



success, a sustainable society, diversity, community service, technology, the environment, and providing an international perspective. All students are required to complete service learning hours and a university colloquium.

Faculty and staff from across the United States and around the world bring innovative and enthusiastic classroom instruction and facilitative learning as well as student centered support services and programs. Students are encouraged to be involved in student activities, clubs and organizations, campus employment and community service. Students also are encouraged to use the services and information from the Financial Aid and Scholarship Office, the Office of Personal, Academic, and Career Counseling and the Office of Student Development.

The campus is built amidst a natural wetlands site. Current facilities include four academic classroom buildings, a library, a student union, an administrative building and Alico arena, which houses the fitness center. The residence halls are to a capacity of 1,400 persons and contain several units designed to accommodate persons with disabilities.

Publications

“Information for Students with Disabilities” describes the process for admitting students and for requesting accommodations. It also provides general information on support services offered to students with disabilities. “Students with Disabilities in the Classroom” is available to faculty, staff and students to assist



them in understanding various disabilities, the accommodation process, and resources provided by the university.

Admission Procedures

Students are not required to disclose a disability; however, students applying to the university who have questions about the application process as it relates to a documented disability should discuss the matter with the Admissions staff. The student may request special admission consideration based on a disability by completing the optional information section on the application form. Current documentation of the disability will be required.

Select Services Available to Students with Disabilities

An Adaptive Learning Lab is available to all students at FGCU, with priority use by students with disabilities. The lab, located in the Office of Adaptive Services, offers individual cubicles, each with a computer and adjustable furniture. Computer technologies include enlarged and reversible text voice synthesized and voice dictate programs, scanner, CCTV etc. Additional assistive learning devices are also available through the Office of Adaptive Services.

Hearing Impairments

- Interpreter services
- TDD/TTY access
- Visual alarms
- Note takers
- Assistive listening devices
- Cassette recorders

Learning Disabilities

- Voice synthesized
- Voice dictate computer
- Cassette recorders
- Open Book scanner
- Chalkboard/whiteboard
- Readers
- Note takers
- Alternate test accommodation
- Extended time on exams



Physical Impairments

- Adaptive classroom furniture
- Alternate class assignments
- Library ADA station
- Note takers
- Laptop computer
- Adaptive equipment
- Extended time on exams
- Alternate testing

Visual Impairments

- Reader services
- Note takers
- Open Book scanner
- Voice synthesized computer
- Voice dictate computer
- Cassette recorder
- Text enlargement equipment
- Extended time on exams

Other Disabilities

Students are encouraged to visit with the Office of Adaptive Services to discuss their needs. The staff will work with the student, university, and local resource providers to make appropriate accommodations. Students are encouraged to use all university departments for services and support relating to academic, personal, and social concerns.



Addresses

Main Campus Address:

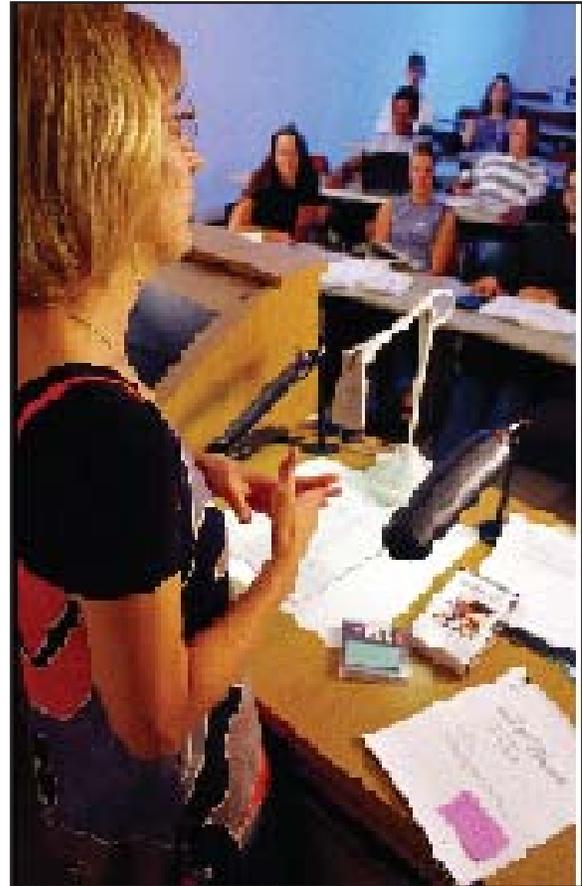
Florida Gulf Coast University
10501 FGCU Blvd. S.
Fort Myers, FL 33965-6565

Admissions Office:

Office of Admissions and Recruitment
Florida Gulf Coast University
10501 FGCU Blvd. S.
Fort Myers, FL 33965-6565
(941) 590-7878 (V)
(888) 889-1095 (toll-free)
(941) 590-7886 (TDD)

ADA/504 Compliance Officer:

Dr. Charles McKinney
Director of Educational Services and Equal
Opportunity and Diversity Programs
Room 228 Library
10501 FGCU Blvd. S.
Fort Myers, FL 32965-6565
(941) 590-1022 (V)
Email: cmck@fgcu.edu



Coordinator of Programs and Services for Students with Disabilities:

Cori Bright, M. Ed.
Director, Adaptive Services
Division of Student Affairs
(239) 590-7956 (V)
(239) 590-7930 (TDD)
FAX: (239) 590-7975
Email: cbright@fgcu.edu

*Photos provided by Florida Gulf Coast, Cori Bright.

Florida International University

General Program

Florida International University – Miami’s public research university – is one of America’s most dynamic institutions of higher learning. Since opening in 1972, FIU has reached many benchmarks of excellence that have taken other universities more than a century to achieve.

FIU is ranked as a Doctoral/Research University-Extensive, the highest classification awarded by the Carnegie Foundation for the Advancement of Teaching. The University is a member of Phi Beta Kappa, the nation’s oldest and most distinguished academic honor society.

U.S. News & World Report has ranked FIU among the top 100 public national universities in its annual survey of “America’s Best Colleges.” FIU has been recognized as one of the top public commuter universities in the nation by *Money*. *Kiplinger’s Personal Finance Magazine* ranked FIU as the country’s 18th best value in public higher education.

Enrollment encompasses students from throughout the U.S. and more than 130 foreign countries. The University offers more than 190 baccalaureate, masters, and doctoral degree programs in 19 colleges and schools. Students can choose from degree programs housed in the following colleges and schools; Architecture, Arts and Sciences, Business Administration, Computer Science, Honors College, Communications, Education, Engineering, Health, Health and Urban Affairs, Hospitality Management, Law, Music, Nursing, Health Policy Management, Social Work, and Public Affairs and Services.

FIU has approximately 34,000 students, 1,100



full-time faculty, and 100,000 alumni, making it the largest university in South Florida and placing it among the nation’s 30 largest colleges and universities.

The University has two campuses- University Park- the main campus- in western Miami-Dade County, and the Biscayne Bay Campus, in northeast Miami-Dade County. There is also an educational site that serves nearby Broward County.

The Disability Resource Center provides a full range of services to a student population encompassing a wide range of disabilities. Counselors work with qualified students and the university community on an individual basis to ensure equal access to all programs. Current and appropriate documentation of disability is needed to determine the appropriate and reasonable accommodations necessary to meet each student’s individual needs. Accommodation may be in the form of note-takers, reader, sign language interpreters for classes, library or laboratory assistants, and adaptive equipment.

Students are asked to meet with a Disability Resource counselor prior to the beginning of each semester to arrange for accommodations.

Publications

EMPOWERING – The Disability Resource Center official newsletter.

Admission Procedures

An applicant with a disability, which prevents the applicant from meeting standard admissions criteria, may seek admission under alternate criteria, by requesting it in the original application for admissions and submitting supporting documentation.

The supporting documentation for a waiver of admission should include the substitution/waiver requested and provide current documentation, which specifically describes the disability and substantiates the impact of the disability on the applicant's ability to meet the admissions criteria. The request for an alternate admission request and supporting documentation should be forwarded to the Office of Admissions. The Disability Resource Center will review the documentation, consulting with specialists whenever necessary and make recommendations to the Office of Admissions for appropriate action.

Select Services Available to Students with Disabilities

Hearing Impairments

- Sign language interpreters
- Assistive listening devices
- TDD/TTY access
- Visual alarms
- Volunteer note takers
- Testing adaptations

Learning Disabilities

- Volunteer note takers
- Computer based spelling and grammar software
- Testing adaptations*
- Voice activated computers
- Assistance in obtaining taped textbooks
- Text enlarging equipment



Physical impairments

- Accessible classroom and programs
- Height adjustable tables
- Library and laboratory access assistance
- Adaptive educational equipment
- Testing accommodations
- Assistance in obtaining taped textbooks

Visual impairments

- Reader and scribe services
- Assistance in obtaining taped textbooks
- Braille and testing equipment
- Text reading equipment
- Voice synthesized computers
- Text reading equipment
- Library and laboratory access assistance
- Testing accommodations

- Volunteer note takers

Other Disabilities

- Services will be established based upon individual needs

General Services

- Priority registration
- Counseling and referrals
- Tutoring services referrals
- Liaison with community agencies
- Instruction in use of adapted technology
- Accessible campus housing
- Assistance in applying for reasonable waivers and substitutions
- Letters to professors
- Advocacy

* All testing adaptations are provided based upon documented need and in consultation with faculty.



Addresses

Main Campus Address:

Florida International University
University Park Campus
GC 190 University Park
Miami, FL 33199
(305) 348-2000

Admissions Office:

Florida International University
Office of Admission
PC 215 University Park
Miami, FL 33199
(305) 348-2363

ADA/504 Compliance Officer

Bernie Osborne, Ph.D.
Director, Equal Opportunity Programs
PC 215, University Park
Miami, FL 33199
(305) 348-2785



*Photos were provided by Julio Garcia of FIU

Coordinator of Programs and Services for Students with Disabilities

Julio Garcia, Ed.D.
Director of Disability Resource Center
garciaj@fiu.edu

Kathy Trionfo
Associate Director
trionfok@fiu.edu

Beverly Paden, Psy. D.
Assistant Director
Beverly.Paden@fiu.edu

University Park Campus - Main Campus

Florida International University
Disability Resource Center
Graham Center 190
Miami, FL 33199
(305) 348-3532 (V)
(305) 348-3852 (TDD)
Website: <http://www.fiu.edu/~disser>

Biscayne Bay Campus

Florida International University
Disability Resource Center
Wolfe University Center – 139
North Miami, Florida 33181
305 919 5345 (V)
305 919 5390 (TTY)

Student Organization Involved with Disability:

Step Up - www.fiu.edu/~stepup

Friends of the Office of Disability Services (FODS) - <http://fods.fiu.edu>

Florida State University

General Program

Florida State University (FSU) annually gains national stature in many areas: liberal arts, sciences, services, and athletics.

FSU is housed on a 463-acre main campus in Tallahassee that couples Jacobean Revival with a modern architecture amid live oaks, dogwoods, azaleas and camellias. The university offers 300 undergraduate and graduate degree programs in 17 colleges and schools.

Recognizing the diversity of Florida's populations, FSU adopted new curriculum requirements that introduce students to cultures beyond western civilization. FSU was the first university in Florida to incorporate a multicultural element into its liberal studies curriculum.

The School of Music is one of the oldest and largest in the nation. The School of Theatre

graduates more Oscar, Emmy and Tony award winners than any other school in Florida.

Students in the School of Motion Picture, Television and Recording Arts produce many award-winning films and video productions in national and international competition. In 1997, the graduate film program was ranked in the top ten in the nation and third among public university film programs.

In 2001, the FSU College of Medicine became the nation's first new medical school in over a decade. In partnership with Florida Communities, the FSU College of Medicine is creating a new model of medical education.

In 1996, FSU entered into an agreement with Britain's Open University, the world leader in higher education distance learning, to allow wider access to FSU courses through applications of Internet technology.





In science, FSU is at the forefront of supercomputing, high-magnetic field research, superconductivity and structural biology – all supported by prestigious grants.

FSU is also home to the National High Magnetic Field Laboratory, a national center for research in magnet-related technologies.

The Center for Civic Education and Service was established in 1994 to promote community involvement and civic responsibility among students. Through ServScript, students' service may be recorded on their official academic transcript.

All this at a university whose athletic teams are perennially ranked among the nation's best.

The presence of a disability should not be insurmountable for students. FSU is committed to providing the most integrated and least restrictive educational and living environment possible for students with disabilities. Services vary depending on individual needs.

Publications

A pamphlet listing services for students with disabilities is available on request from the Student Disability Resource Center at 850-644-9566, the office in 108 Student Services Building on central campus, or on our website at www.disabilitycenter.fsu.edu.

Admission Procedures

Applicants with disabilities should complete the State University System admissions application. If special consideration based on a disability is requested, applicants should check the appropriate box on the application and attach current documentation of disability.

If you wish to request special admission request based on a disability, the SUS will consider this information within the following guidelines:

- 1.Documentation regarding the disability will need to be provided on a voluntary basis.
- 2.All information will be kept confidential.
- 3.Refusal to provide information will not subject the applicant to adverse treatment.
- 4.Information will only be used in connection with the University's voluntary efforts to overcome the effects of conditions that may have resulted in limited participation of persons with disabilities.

For additional admissions information, please call (850) 644-6200

Select Services to Students with Disabilities

Hearing Impairments

- Communication access (Interpreter service, Captioning, FM system)
- Note taking assistance
- Transcription
- Tutors

Health and Systemic Impairments

- Note taking assistance
- Extra time on exams
- Alternate test dates and locations

Learning Disabilities

- Extended time on exams
- Alternate testing location
- Note taking assistance

- Alternate text format
- Assistive technology equipment and programs

Physical Impairments

- Accessible computers
- Loaner equipment
- Adaptive equipment for computers
- Extended time on exams
- Note taking assistance
- Alternate testing format
- Wheelchair accessible van

Visual Impairments

- Services are coordinated through the Division of Blind Services (DBS)
- Assistive technology (computers with voice input and/or voice output)
- Closed circuit TV (CCTV)
- Braille printer
- Scanner
- Braille



Additional Information

In the fall of 2003, the Student Disability Resource Center (SDRC) moved to a new, state-of-the-art center in its new home, located on central campus, in the Student Services Building. The new center features a large welcome area, a Testing Lab for exam accommodations, a computer lab with assistive technology, and a student lounge. All services and programs are available to students receiving services from SDRC.

Addresses

Main Campus Address:

97 South Woodward Avenue
108 Student Services Building
Florida State University
Tallahassee, FL 32306

Admissions Office:

Florida State University
Box 5000
Tallahassee, FL 32314
(850) 644-6200

ADA/504 Compliance Officer:

Mr. Gerardo Rivera
Coordinator of Human Resources
University Center A6200
Tallahassee, FL 32306
(850) 644-8142



Coordinator of Programs and Services for Students with Disabilities:

Bea Awoniyi
Assistant Dean and Director, Student Disability
Resource Center
97 Woodward Avenue
108 Student Services Building
Tallahassee, FL 32306-4167
(850) 644-9566 (V)
(850) 644-8504 (TDD)
Email: sdrc@admin.fsu.edu
Website: www.disabilitycenter.fsu.edu

*The photos used are from the FSU website

New College of Florida

General Program

New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

The greatest asset New College offers a student is serious dialogue with faculty and other students passionately committed to a better understanding of themselves and their world. At New College, research is undertaken by both faculty and students, not by faculty alone or by faculty with students as mere assistants. Faculty members have the freedom to teach what they think is appropriate for their students, while students are encouraged to initiate projects they believe will further their education.

The history of New College began in the late 1950s, when a group of Sarasota civic leaders came to the conclusion that their community was an ideal site for a college. In 1960, with assistance from the national Congregational and Christian Church, those civic leaders created the framework for a small liberal arts college whose students would come from all parts of the nation and whose faculty and curriculum would reflect the highest standards of academic excellence.

A momentous change for New College had its beginnings in 2000, when the Florida Legislature challenged the USF President to develop a plan to improve support for USF's regional campuses. The plan for New College included



separate accreditation and improved funding. This plan became a stepping-stone for action by the 2001 Florida Legislature, which designated New College of Florida as the eleventh member institution of the State University System of Florida.

During this initial transition period, New College of Florida continues to share its campus and many services and facilities with USF Sarasota-Manatee, a regional campus.

New College students pay relatively low state tuition rates. The Foundation continues to provide the extra support, through its endowment and fund-raising efforts, which enables New College to maintain a highly favorable student/faculty ratio. In addition, many students receive scholarships funded by the New College Foundation.

New College alumnae make their presence known in many fields. They are faculty members at colleges and universities, physicians, attorneys, corporation executives, ministers, musicians, journalists, entrepreneurs, and authors. They run government agencies, design buildings, market real estate, conceive advertising campaigns, perform in symphony orchestras and jazz combos, and manage libraries and hospitals.

Select Services Available to Students with Disabilities

Hearing Impairments

- Interpreter services
- Amplification systems
- Visual alarms in residence halls
- Note takers

Physical Impairments

- Accessible computer stations
- Library access assistance
- Extended time on exams
- Alternate classrooms for inaccessible areas
- Note takers
- Alternate testing

Learning Disabilities

- Screen magnifier (3-4X)
- Reading and Writing Center
- Audio textbooks
- Note takers
- Alternate testing

Visual Impairments

- Reader services
- Screen reading software

- Library access assistance
- Audio textbooks
- Note takers
- Alternate testing
- Large screen monitors

Other Disabilities

- Counseling
- One-to-one assistance

Addresses

Main Campus Address:

5700 North Tamiami Trail
Sarasota, Florida 34243-2197
<http://www.ncf.edu/>

Admission Office:

5700 N Tamiami Trail
Sarasota, FL 34243-2197
(941) 359-4269 (V)
FAX: (941) 359-4435

ADA/504 Compliance Officer:

Christopher J. Pantzis, MSW
Associate Director
Counseling: Wellness Center
(941) 359-4254 (V)
FAX: (941) 359-4256
Email: pantzis@ncf.edu

* Photos used are from the NCF website



University of Central Florida



General Program

The University of Central Florida (UCF) stands as the second largest institution in the State University System and the eighth-largest public university in the country, providing nearly unlimited opportunities to more than 45,000 students. In fact, UCF offers 92 bachelor's degrees, 94 masters degrees and 24 doctoral degrees.

UCF has the largest number and percent of multimedia classrooms of any university in the country. UCF has been ranked in the top 25 as one of the most "wired" universities in the country.

The College of Education educates more teachers than any other university for the State of Florida. In 2004-2005, the college awarded 20 percent of the bachelor's degrees in education in the state.

UCF has the largest Junior Achievement university partnership in the world. The

partnership with worldwide volunteer organization Junior Achievement has reached 24,000 children in local at-risk schools with more than a 1,000 UCF students volunteering.

The National Center for Forensic Science at UCF is the home of the world's largest database for ignitable liquids, capable of identifying more than 400 liquid chemicals that arsonists might use.

Student Disability Services provides information and individualized accommodations which are consistent with the student's documented disability. Such accommodations may include, but are not limited to, assistance with classroom accommodations (including examination accommodations), assistance with course registration, and information and referral to campus and community services for students with disabilities.

University and area cultural life is truly rich, from the Orlando Shakespeare Festival to concerts, exhibits and lectures by distinguished scholars - all set in one of the fastest growing metropolitan areas in the U.S. – Orlando, Florida.

Student Disability Services can provide the following for students who have disabilities: information and orientation to campus facilities and services; assistance with registration for courses; assistance with classroom accommodations (including exam accommodations); counseling; and referral to campus and community services. The assistance provided is based on each student's disability and needs.



Publications

Information sheets for services and disability documentation requirements for students with disabilities are available upon request to Student Disability Services or see the web site: www.sds.sdes.ucf.edu.

Admission Procedures

UCF is a highly competitive university so students are advised to apply early for admission. Applications for admission will be accepted up to one year in advance of the admission date. The university application for admission contains an optional question regarding disability. If a student needs special consideration for admission, it is the student's responsibility to answer this optional disability question and

furnish appropriate disability documentation to Admissions.

After admission to UCF, students who have a disability that may require disability accommodations must contact Student Disability Services for an intake interview to be eligible to receive disability accommodations. The student will be required to provide disability documentation during the intake interview at Student Disability Services. See the Student Disability Services' website: www.sds.sdes.ucf.edu for the Disability Documentation Requirements.

On-campus housing is limited and students must be admitted to UCF before they may apply for on-campus housing at the Housing and Residence Life office. On-campus housing for fall semester (August) usually is fully reserved by the previous March.

Select Services Available to Students with Disabilities

Hearing Impairments

- Note takers
- Sign language interpreters
- Captioning
- FM amplification system
- TDD/TTY access
- Foreign language substitution

Learning Disabilities

- Extended exam time
- Note takers
- Reading skills at Student Academic Resource Center
- Writing skills at University Writing Center
- Math skills at Math Lab
- Tutors — only available at Student Academic Resource Center, Math Lab, and University Writing Center
- The Reading Edge reading machine
- Audio textbooks — only from RFB&D
- Speech synthesizers on selected computers in student labs

Physical Impairments

- Library access assistance
- Extended exam time
- Writers for exams
- Note takers
- All classrooms accessible



Speech Impairments

- Speech course substitution
- Foreign language substitution

Visual Impairments

- Library access assistance
- Large print exams
- Readers for exams
- Extended exam time
- The Reading Edge reading machine
- Closed-circuit video print enlargers
- Audio textbooks — only from RFB&D
- Speech synthesizers on selected computers in student labs
- Large print on selected computers in student labs

Other Disabilities

Services provided based on individual needs.

Addresses

Main Campus Address:

University of Central Florida
Orlando, FL 32816-0001
(407) 823-2000

Admissions Office:

University of Central Florida
P.O. Box 160111
Orlando, FL, 32816-0111
(407) 823-3000

ADA/504 Compliance Officer:

Ms. Janet P. Balanoff
Director of Equal Opportunity/Affirmative
Action Programs
AD 330
Orlando, FL 32816-0030
(407) 823-2348

Coordinator of Programs and Services for Students with Disabilities:

Dr. Philip Kalfin
Director
Student Disability Services
Ferrell Commons 132
Orlando, FL 32816-0161
(407) 823-2371 (V)
(407) 823-2116 (TDD/TTY)
Email: sds@mail.ucf.edu
Website: www.sds.sdes.ucf.edu



* Photos were provided by Phil Kalfin and from
the UCF website

University of Florida

General Program

Florida's oldest and largest university, the classes at the University of Florida began September 26, 1906, for 102 male students. Until 1947, UF was for men only and one of only three state universities, along with Florida State College for Women (now FSU) and Florida A&M. In 1947, the UF student body numbered 8,177 men and 601 women. Today, UF is the fourth largest university in the nation.

University of Florida students numbered approximately 47,890 in fall 2003, coming from more than 100 countries, all 50 states and each of Florida's 67 counties. The ratio of men to women is about 48-52. More than 3,589 African-American and more than 5,032 Hispanic students attend the university. In 2002, UF ranked second in the nation among public universities in the number of new National Merit Scholars and first in National Achievement Scholars in attendance. UF admitted 941 International Baccalaureate students for the 2002-03 academic year, more than any other university in the world. UF's 2002 incoming class has an average 3.92 GPA and 1300 SAT score. Students also lead a rich extracurricular life, participating in more than 500 student organizations and attending hundreds of campus concerts, art exhibits and theatrical productions each year.

A distinguished faculty of nearly 4,000 attracted \$437.2 million in research and training grants in 2001-02. UF now has 60 eminent scholar chairs and more than two dozen faculty members have been selected to the National Academies of Science and/or Engineering, the Institute of Medicine or a counterpart in a foreign nation. UF has been awarded three national scientific centers: the McKnight Brain Institute for the study of neurological disease; the Engineering



Research Center for Particle Science; and the National High Magnetic Field Laboratory in Tallahassee. A small sampling of other honored faculty includes: two Pulitzer Prize winners, co-inventor of the jet engine, winners of NASA's top award for research and winner of the Smithsonian Institution's award for conservation.

Florida is a member of the Association of American Universities, the prestigious higher education organization comprising the top 63 public and private institutions in North America. Florida is among the nation's leading research universities as categorized by the Carnegie Commission on Higher Education with 16 colleges and more than 10 research, service and education centers, bureaus and institutes. UF offers 100 undergraduate degree programs, some 200 graduate programs and 30-combined degree programs.

Florida has a 2,000-acre campus located within the limits of a 96,118-population urban area and has more than 900 buildings (including 174 with classrooms and laboratories). Facilities are valued at more than \$900 million. The northeastern area of the campus is listed as a historic district on the National Register of Historic Places.

In 2002-03, the operating budget for UF was more than \$1.8 billion. The state supports only a fraction of UF's budget, so the university has become a national leader in obtaining private support. UF ranked 15th among all public universities nationwide in private contributions received for 2001.

For the 20th consecutive year, the University of Florida finished in the top 10 in the annual Sears Director's Cup standings, the national ranking system for collegiate athletic programs. UF is one of only two schools to finish in the top 10 each of the past 20 years.

Publications

Pamphlets listing overall services for students with disabilities, information on UF's alternative textbook project and assistive technology lab, as well as a student handbook and faculty guide are available upon request.

Admission Procedures

Students with disabilities apply under general guidelines. Students are encouraged to explain areas in academic performance that may be questioned. If you wish special consideration, follow the directions on the UF application and attach a letter explaining how a specific

disability impacted on academic performance, along with documentation of the disability from the appropriate health care provider.

Students are responsible for ensuring that the Disability Resource office and faculty are aware of their disability. In order to receive classroom accommodation, students must register with Disability Resources (Reid Hall), a program in the Dean of Students Office and the Division of Student Affairs.

Select Services Available to Students with Disabilities

Hearing Impairments

- Interpreter services
- Amplification systems
- Visual doorbell in residence halls
- TDD/TTY access
- Visual alarms in residence halls
- Note takers
- Assistive Technology Lab



- Alternate classrooms for inaccessible areas
- Note takers
- Alternate testing
- On campus transportation
- Pool lift
- Assistive Technology Lab
- Speech Impairments
- Speech and hearing clinic
- Faculty liaison service
- Assistive Technology Lab

Learning Disabilities

- Screen reading software
- Reading and Writing Center
- Kurzweil Personal Reader and VERA (Very Easy Reading Appliance)
- Textbooks in alternate format
- Note takers
- Alternate testing

Visual Impairments

- Reader services
- Screen reading software
- Library access assistance
- Kurzweil Personal Reader/ VERA
- Braille & typing facilities
- Textbooks in alternate format
- Note takers
- Alternate testing
- Viewscan
- Braille & Speaks computer
- Transportation
- Large screen monitors
- Assistive Technology Lab
- CCTV/ Enlargers

Other Disabilities

- Counseling
- One-to-one assistance
- Assistive Technology Lab



Addresses

Main Campus Address:

University of Florida
Box 2946
Gainesville, FL 32602-2946

Admission Office:

University of Florida
Box 2946
Gainesville, FL 32602-2946
(352) 392-1365

ADA Compliance Officer:

Kenneth Osfield, Ed.D.
ADA Compliance Officer
P.O. Box 115055
Gainesville, FL 32611
(352) 392-7056 (V)
(352) 846-1046 (TDD)
Email: osfield@ufl.edu
Website: www.ada.ufl.edu

Coordinator of Programs and Services for Students with Disabilities:

John Denny
Assistant Dean of Students
Director of Disability Resources
P 202 Peabody Hall
PO Box 114075
Gainesville FL, 32612-4075
(352) 392-1261 (V)
(352) 392-3008 (TDD)
Email: johnpd@dos.ufl.edu
Website: <http://dso.ufl.edu/drp>

Student Organizations Involved with Disability Issues:

Union of Students with Disabilities
P202 Peabody Hall
Gainesville, FL 32611
(352) 392-1261 (V)
(352) 392-3008 (TDD)

Delta Sigma Omicron (DSO)
P202 Peabody Hall
Gainesville, FL 32611
(352) 392-1261 ext. 222 (V)
(352) 392-3008 (TDD)

Disability Affairs Cabinet
Student Government
305 J. Wayne Reitz Union
Gainesville, FL 32612
(352) 392-1665 (V)



*Photos were provided by Matt Pendleton
(Dean of Students Office)

University of North Florida

General Program

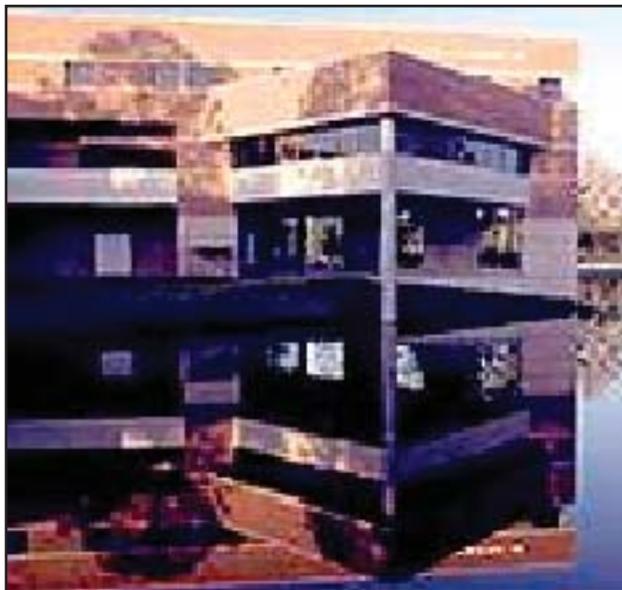
The University of North Florida is nestled among 1,300 acres that include a nature and wildlife area with lakes and nature trails. A portion of the campus is used for scientific research.

The campus has 26 major buildings, including the recently completed Fine Arts Center and the new Science & Engineering Building. The University community and area residents can enjoy the Lazzara Performance Hall, the Hayt Golf Learning Center, the University Center and the Dorothy S. Dorion Fitness Center.

The University offers 50 undergraduate degree programs, 27 graduate degrees and one doctoral program in educational leadership among five colleges: Arts and Sciences; Coggin College of Business; Computing Sciences and Engineering; Education and Human Services; and Health.



More than 2,400 students live on campus and receive high-speed data access. Freshmen living on campus also can participate in Freshmen Interest Groups, which aim to ease the transition into college life. The program involves a learning community where some classes are taught inside the residence halls.



Any student with a documented disability is eligible for indirect and direct services through the Disability Resource Center (DRC) located on campus. The DRC will work with students with disabilities on an individual basis to provide the appropriate services and accommodations necessary for students to be successful in this academic setting. Please contact the Disability Resource Center for more information.



Publications

The Disability Resource Center offers the following publications, which are available upon request:

- The DRC Brochure
- DRC Student Handbook
- Faculty Handbook entitled, “Reasonable Accommodations: A Faculty Guide to Teaching University Students with Disabilities.”
- Documentation Guidelines Booklet

Admission Procedures

Contact the Director of the DRC for information by telephone at (904) 620-2769 or on the web at www.unf.edu/dept/disabled-services.

Select Services Available to Students with Disabilities

Learning Disabilities

- Test proctoring and extended time on examinations
- Special testing accommodations
- Note takers
- Reading and/or Scribe services

Deaf/ Hard of Hearing

- Sign language interpreters
- TDD/TTY access
- Note takers
- Assistive Learning Devices
- Visual alarms in residence halls
- Priority registration



Physical Impairments

- Reading and/or scribe services
- Computers and software
- Special testing accommodations
- Test proctoring and extended time on exams
- Note takers
- Registration assistance

Medical

- Services will vary depending upon documentation

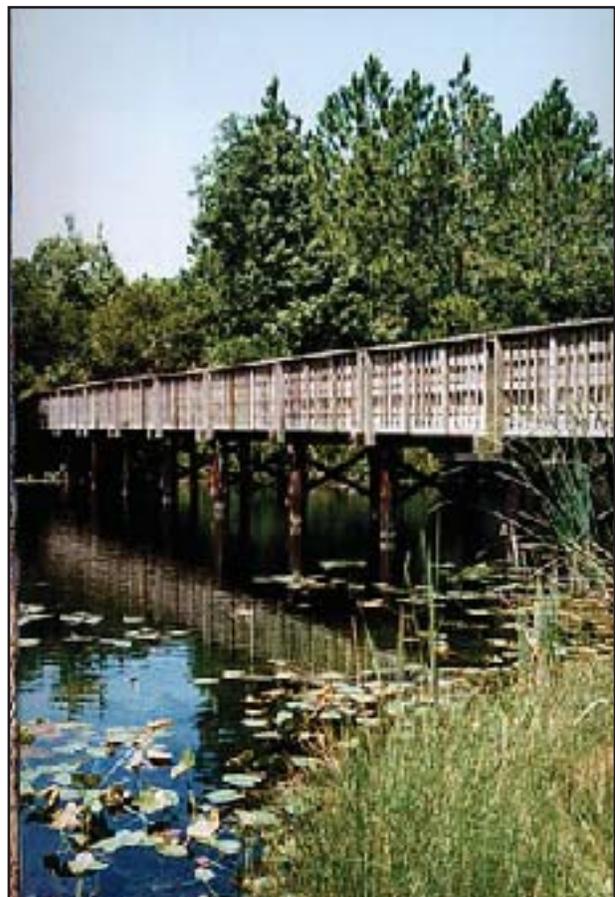
Visual Impairments

- Reading and/or scribe services
- Computers and software
- Test proctoring and extended time on exams
- Note takers
- Braille Blazer Embosser
- Special testing accommodations

- Registration assistance
- Taper recorders
- Chroma CCTV
- Zoom Text
- Vera
- JAWS

Other Disabilities

- Services will vary depending upon documentation
- All students at UNF are encouraged to use the Academic Center for Excellence, which provides tutors available for selected courses and study skills seminars.



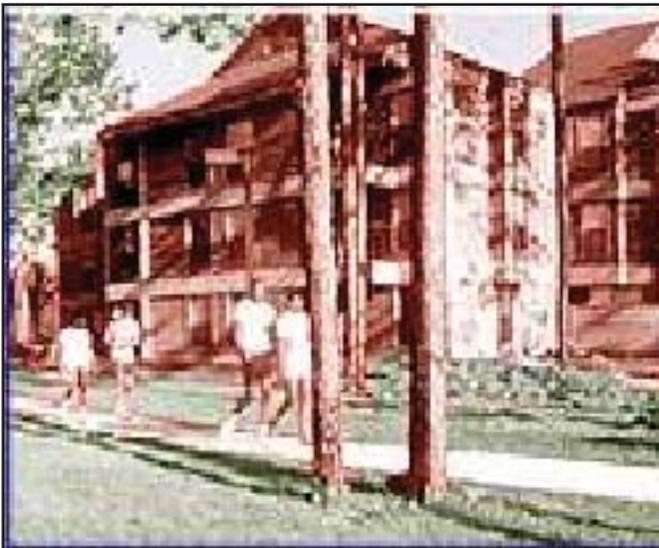
Addresses

Main Campus Address

University of North Florida
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32224
(904) 620-1000

Admissions Office

University of North Florida
Admissions Office
Founders Hall Bldg. 2
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32224
(904) 620-2624 (V/TDD)



* Photos used are from the UNF website

ADA/504 Compliance Officer:

Ms. Rocelia Roman de Gonzalez
ADA Compliance Officer
Office of the Vice President, Division of
Administration and Finance
J.J. Daniel Hall
Building 1, Room 2100
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32224
(904) 620-2507

Coordinator of Programs and Services for Students with Disabilities:

Robert E. Lee, Ph.D.
Director
Disability Resource Center
Honors Hall
Building 10, Room 1201
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32224
(904) 620-2769 (V/TDD)
Email: rlee@unf.edu

University of South Florida

General Program

One of the 20 largest universities in the United States and still growing, the University of South Florida has built a solid reputation as a leader in learning, offering comprehensive state-of-the-art, student-centered programs. With growing prestige and a dedicated faculty, including more than 75 faculty Fulbright Scholars and 46 endowed chairs, USF has become a research powerhouse.

Located in the vibrant Tampa Bay area, one of the fastest growing metropolitan areas of the nation, USF has formed vital partnerships with business leaders and organizations throughout the region, and contributes to the well-being of its immediate urban neighborhoods through vast networks of social research and service projects.

As one of the top 60 public research universities in the country USF's contracts and grants are more than \$207 million annually. USF's reputation as a superior academic institution was formally acknowledged in 2000 when the Carnegie Foundation ranked USF in its top tier of national research universities.

Faculty and student scholarship and research are supported by an outstanding library that contains more than 1.7 million volumes and that is the electronic "Virtual Library" for the State University System of Florida. The latter provides links to tens of thousands of computer databases around the world.

Founded in 1956, USF opened its doors in 1960 to 2,000 students. Today the University serves approximately 39,000 students — with about 200 programs at the undergraduate, master's, specialty and doctoral levels, including the

M.D. Entering freshmen boast an average SAT score of approximately 1100 and a grade point average of nearly 3.5.

USF's commitment to inclusion is reflected in its student body. African American, American Indian, Latin and Asian students comprise nearly 30 percent of USF students. A growing contingent of international students, now representing well over 120 countries, demonstrates the University's strong geographic influence and dedication to the principles of a global economy.

Collectively, our students are among the best and brightest at Florida universities, with greater-than-ever numbers of National Merit, National Achievement and National Hispanic Scholars. They are taught by some 2,500 highly-regarded faculty who are products of the world's most prestigious colleges, universities and research institutes.

More than 175,000 USF alumni contribute to society in numerous professional and civic



activities. Those who live in the Tampa Bay area alone would nearly fill Tampa's professional football stadium (Raymond James Stadium, which is also home field for the Bulls' NCAA Division I football team and the 2001 Super Bowl). USF is big in size as well as stature. Its annual operating budget is about \$1 billion.

In the past 40-plus years, USF has grown into a network of regional campuses in Tampa, St. Petersburg, Sarasota and Lakeland, serving the West Central Florida region. The campuses cover 1,921 acres, housing more than 359 buildings, which exceed 6 million gross square feet in size.

Publications

A brochure listing services for students with disabilities is available upon request.

Admission Procedures

Students with disabilities who do not meet the minimum SUS requirements may request special consideration in the admissions process. Consideration will be given to extenuating or special circumstances related to a student's disability that may have affected the student's ability to meet minimum requirements. Current documentation of the disability should be submitted with application materials.

Select Services Available to Students with Disabilities

Hearing Impairments

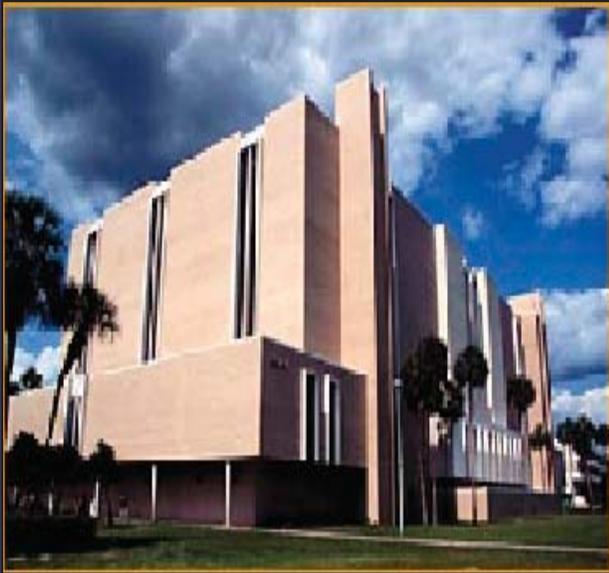
- Services of note takers



- Services of ASL interpreters
- Transcription of lectures
- Announcements in written format
- Extra time or reduced-stimulus examination environment
- Use of computers for examinations

Learning Disabilities

- Permission to tape record lectures
- Services of note takers
- Transcription of lectures
- Announcements in auditory or written format
- Extra time or reduced-stimulus examination environment
- Use of computers for examinations
- Services of scribes or readers for examinations
- Books on tape



Physical Impairments

- Permission to tape record lectures
- Services of note takers
- Transcription of lectures
- Announcements in written format
- Extra time or reduced-stimulus examination environment
- Use of computers for examinations
- Services of scribes or readers for examinations

Visual Impairments

- Permission to tape record lectures
- Services of note takers
- Books on tape
- Announcements in auditory format
- Extra time or reduced-stimulus examination environment
- Use of computers for examinations
- Services of scribes or readers for examinations

Other Disabilities

- Accommodations are designed to compensate for the impact of a student's specific disability. Accommodations may vary from class to class.

Addresses

Main Campus Address:

University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620

Admissions Office:

University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620
(813) 974-3359





ADA/504 Compliance Office:

Camille Blake, J.D.
4202 East Fowler Avenue
ADM 274
Tampa, FL 33620
(813) 974-4373
(813) 974-1510 (TDD)
Email: Cblake@admin.usf.edu

Coordinator of Programs and Services for Students with Disabilities:

Mary Sarver, Ph. D.
Director of Office of Academic Support and Accommodations for Students with Disabilities (ASASD)
4202 E. Fowler Ave. SVC 1133
Tampa, FL 33620
(813) 974-4309 (V)

(813) 974-5652 or 1585 (TDD)
Email: msarver@admin.usf.edu

Office of Diversity and Equal Opportunity

Deborah Love, J.D.
Director
4202 East Fowler Avenue
ADM 274
Tampa FL, 33620
(813)974-4373
(813) 974-1510
Email: Dlove@admin.usf.edu

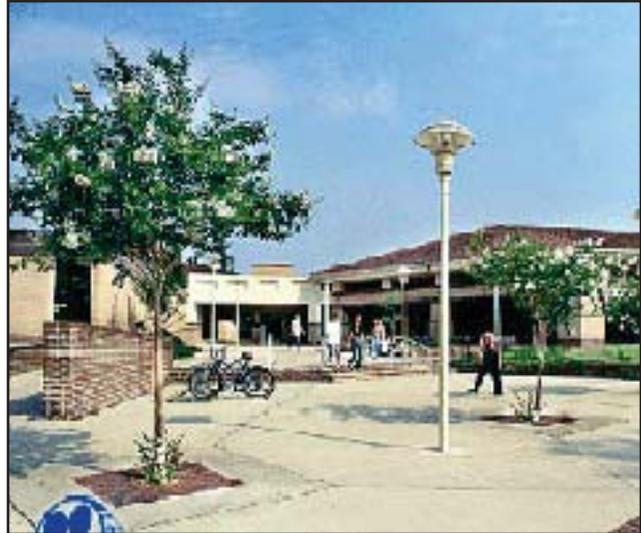
University of West Florida

General Program

A low student-teacher ratio means that the University of West Florida's (UWF), outstanding faculty can take time to know each student. Participatory education is a hallmark of UWF, including employment through the Small Business Development Center and co-op/internships across the curriculum. In 2004, UWF was honored by the U.S. Department of Labor as one of six universities in the country to place the most students in jobs through the Workforce Recruitment Program.

The university has won the National Archeological Public Service Award for an archeological conservation and education project that became a model across the United States. The team found and developed a 2,000-year-old Indian village and a turn-of-the-century Creole settlement under a corporate headquarters construction site.

In science, UWF is one of few institutions to



offer marine biology to undergraduates, with the Florida Institute of Oceanography making at-sea training possible. UWF's rich cultural atmosphere is impressive, with a Center for Fine and Performing Arts that hosts exhibitors, concerts by internationally renowned musicians, and the annual Playwright's Repertory Festival, attended by thousands.

A UWF volunteer service contributes thousands of hours and has earned special recognition from Hands On Pensacola, a community organization that matches volunteers with local needs. Volunteer UWF! refers student to local agencies and co-sponsors programs to paint homes for elderly citizens and those with disabilities.

Leisure time is bursting, with a brand new Health, Leisure & Exercise Science building, a natatorium with Olympic-sized pool, dozens of courts and fields, and miles of cross-country trails.

The university provides equal access to educational opportunities to all qualified individuals with disabilities. The services

that are provided for students with disabilities range from individualized aids in classroom testing to accessibility in programs, buildings, and activities. In addition to regular counseling services provided by the university, students may also be referred to the Office for Vocational Rehabilitation or to the Division of Blind Services for assistance.

Publications

A handbook listing services for student with disabilities is available online at <http://www.uwf.edu/sdrc>.

Admission Procedures

Students who do not meet general admission requirements and have documented proof of visual impairment, hearing impairment, motor impairment, or specific learning disabilities may petition for substitution of admission requirements. Contact the Admissions Office for more details.

Select Services Available to Students with Disabilities

Hearing Impairments

- Sign language interpreters
- Assistive Listening Devices
- Note takers

Learning Disabilities

- Extended time for exams
- Alternative formats for testing readers
- Note takers
- Tutors
- Readers
- JAWS software





Physical Impairments

- Library assistance
- Campus orientation
- Alternate formats for testing
- Dragon Dictate
- Note takers
- Extended time for exams
- Adjustable tables
- Dragon Dictate
- Computer terminal with large monitor
- Oscar Reader Edge
- Zoom Text

Other Disabilities

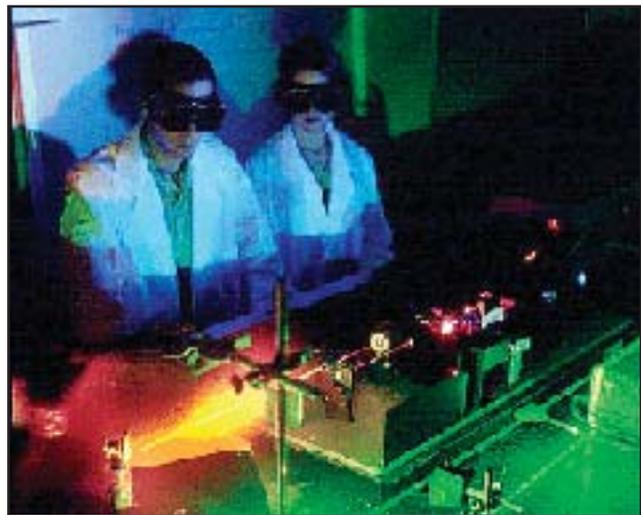
- Services will vary

Speech Impairments

- Sign language interpreters
- Alternate formats for testing

Visual Impairments

- Versicolor XLCCD and monitor (text enlarger)
- Readers
- Library assistance
- Campus orientation
- Extended time for exams
- Visualtek



Addresses

Main Campus Address:

University of West Florida
11000 University Parkway
Pensacola, FL 32514-5750
(850) 474-2000
Website: www.uwf.edu

Admissions Office:

University of West Florida
11000 University Parkway
Building 18
Pensacola, FL 32514-5750
(850) 474-2230 (V)

ADA Compliance Officer:

Mrs. Catherine Powell
Director, Informal Dispute Resolution and
ADA
11000 University Parkway
Building 20 East
Pensacola, FL 32514-5750
(850) 857-6080 (V)
Email: cspowell@uwf.edu

Coordinator of Programs and Services for Students with Disabilities:

Ms. Barbara Fitzpatrick
Director, Services for Students with
Disabilities
11000 University Parkway
Building 21, Room 130
Pensacola, FL 32514-5750
(850) 474-2387 (V/TDD)

Email: bfitzpat@uwf.edu

Student Organization Involved with Disability Issues:

SWANS
Student Activities Office
Building 22
Pensacola, FL 32514-5750
(850) 474-2405



*The photos used are from the UWF website

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This publication is meant to be a resource Guide and is in no way intended to be a binding contract by the universities listed. Programs, services, and staff may change as time goes on. Please contact each university directly for more information about services available.

Portions of this Guide are based on the University of Florida Faculty Guide: “Providing Service and Access to Students and Employees with Disabilities in Higher Education: Effective and Reasonable Accommodations”, 5th Edition, December 2003. Permission given by Dr. Kenneth Osfield, author.

The 6th edition, *Resource Guide to Programs and Services for Students with Disabilities* was typeset using Adobe InDesign 2.0.

This public document was produced by the University of Florida, ADA Compliance Office to provide information for to K-12 administration and teachers, community college staff, parents of children with disabilities, students with disabilities, and others involved in education.