

# **Providing Services and Access to Students and Employees with Disabilities in Higher Education: Effective and Reasonable Accommodations**

**Seventh Edition (electronic version)**

**March 2012©**

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## A Letter from the President

**J. Bernard Machen**

President

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Dear Colleague,

Through our teaching experience and research, we have all learned that there are many different styles of learning. It is particularly important that we recognize the special needs of our students with learning disabilities. We have prepared the attached Faculty Guide to help you learn more about working with students who have disabilities and to learn more about our responsibilities to respect their special requirements.

In addition to the information within the Faculty Guide, you'll find a list of other references and resources that may be of assistance. We also encourage you to learn more about the Americans with Disabilities Act (1990) and the Rehabilitation Act of 1973 (Section 504) as it applies to our students and staff.

Every student deserves the opportunity to learn and benefit from the rich academic environment here at the University of Florida and by knowing more about the special challenges our students with disabilities face we can help them achieve their full academic potential.

Thank you for your concern and dedication.

Sincerely,

J. Bernard Machen

*The Foundation for The Gator Nation*

An Equal Opportunity Institution

## **Acknowledgments**

Special thanks to Jim Gorske, Larry Ellis, Shelton Davis, Cydney McGlothlin, Shellah Palmer, and members of the Committee on Persons with Disabilities.

Since the 1st edition of the Guide, this publication has evolved over time. The concept for the 1st edition of the Guide was originally modeled after guides from The City University of New York and the University of Maryland, College Park.

## **Alternative Formats**

For persons with print-related disabilities, this publication is available in alternative format. For more information, contact the ADA Office, 916 Newell Drive, at 392-1591, 711 (TTY/FRS).

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## **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.

The history of this Guide dates back to 1993 with the release of the first edition. In the first edition only information on how to teach students with disabilities was provided. In subsequent editions new information has been added and the format modified as times changed. In this the seventh edition the document continues to evolve and change. We encourage all readers to look over the material and contact either the ADA Office or the Disability Resource Office with any questions, concerns or suggestions for future publications.

Students with disabilities are a rapidly growing population at the University of Florida (UF), as elsewhere in American higher education and around the globe (in 2010 the U.N Convention on Disability has estimated that 10% of the world's population are persons with disabilities). In the 2010-2011 academic year 1400 UF students identified themselves as having disabilities. Since self-identification is not required, this represents only a portion of the students with disabilities at UF. It is estimated that approximately 10 percent of UF's student body actually has a disability. This is consistent with national data and global data.

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 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, such as the University of Florida, that receive federal assistance must assure that the same educational programs and services offered to other students be 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 equal 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. At the University of Florida, the number of students known to have disabilities increased from 202 students in 1989-1990 to 1400 in 2010-2011. The fastest-growing group within this population is students with learning disabilities. In 1989-1990, 25 self-identified students had learning disabilities, as compared to 448 in 2010-2011. As noted earlier, students are not required to self-identify, and the actual number of students at UF with disabilities is estimated at 10 percent.

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.

## **Procedures for providing accommodations**

In order to assist faculty and students, UF has 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:

1. Any student requesting services as a result of a disability should be referred to the Disability Resource Center (DRC) of the Dean of Students Office (DSO) and Division of Student Affairs.
2. Once referred, a DRC staff member will work with that student to identify appropriate accommodations.
3. Once the accommodations have been identified, that student should make an appointment with each instructor during office hours and provide a letter from the DRC detailing the identified accommodations.
4. Upon receipt of the letter, if there are any questions, the instructor should call the letter's author. (Refer to pages 11-13 for more information.)

## **Documenting Disabilities**

All students with disabilities who request an accommodation are required to provide appropriate documentation of that disability to the DRC. At no other time is a student required to provide documentation to any administrator, dean, or faculty. Due to the sensitive nature of some disabilities and the right to privacy, the specific disability will not be mentioned in the DRC letter of accommodation.

## **Classroom Accommodations**

It is only necessary for instructors to know that the Disability Resource Center has a record of the disability and has approved the student for specific accommodations. The letter serves as a student's documentation that s/he is an eligible student with a

disability, and therefore entitled to effective and reasonable accommodation as identified in the letter.

If at any time a faculty member has questions about a student in their class with a disability, the faculty member is encouraged to contact the Disability Resource Center immediately.

## **Faculty 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 because of their disability. At that point they are required to register with the Disability Resource Center (DRC).

It is when a student requests that a faculty member make accommodations to match the student's disability, that the faculty member should refer the student to the DRC. The DRC encourages all faculty to work with any student, whatever the situation. However, it is ultimately better for all parties that a student with a disability be referred to the proper agency for support. Once referred, the process of determining whether the student meets state and federal guidelines for a specific disability can be determined. That determination is made only by the DRC, which is the only agency at UF designated to keep records of a student's disability. Once proper documentation is provided, the student is officially registered with DRC as having a disability and letters of accommodation can then be distributed to faculty by the student. The letter of accommodation is the letter of record verifying that the student is registered as a student with a disability.

Upon receipt of the letter, each faculty member is responsible for reviewing the information in the letter. If at any point faculty members have questions or concerns about the information contained in the letter, they should immediately contact the Disability Resource Center. All questions are to be directed to the DRC and not the student. Until the DRC is contacted, it can only be assumed that there are no questions with any particular student's accommodation package.

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. If, however, assistance is needed, faculty members should contact the DRC. DRC staff will make the accommodation process simple and effective for both the student and the faculty.

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 Disability Resource Center are not frivolous or arbitrary. They are individually designed for each student based on appropriate documentation on file at the DRC.

Although accommodations may appear similar for many students, they are 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 learn the material presented and for an instructor to appropriately evaluate the student's understanding of the material. Examples of some accommodations are:

- Priority seating in the classroom
- Priority registration
- Change of classroom location
- Captioning or transcription
- Note taker assistance
- Tape recording of lectures
- Providing copies of overhead slides or Power Point presentations
- Use of sign language interpreters
- Scribes

- Reduced course load
- Enlarged print exams or class materials
- Readers
- Use of computers in taking tests
- Alternative test formats
- Advanced copy of syllabus, textbook information & course materials
- Extra time on tests, exams and quizzes
- Flexible attendance policy

### **Failure to Accommodate**

Though rare, there have been incidents in which faculty refuse to provide the accommodations outlined in the letter of accommodation. The accommodations outlined by the DRC are not optional and must be provided under two federal pieces of legislation (Rehabilitation Act of 1973, Section 504; and the ADA). When questions arise about a specific accommodation, it is the responsibility of the faculty member to contact the DRC to discuss these questions. Due to the number of students receiving accommodations and the number of faculty receiving accommodation letters, it is very difficult for the DRC staff to speak to each faculty member prior to sending out the accommodation letters. For more information on how the Disability Resource Center can assist in the classroom, refer to page 17.

# Sample Accommodation Letter

Dean of Students Office  
202 Peabody Hall  
Division of Student Affairs  
P.O. Box 114085  
Gainesville, FL 32611-4085

Disability Resource Center  
Reid Hall Ground Floor  
P.O. Box 114085  
<http://www.dso.ufl.edu/drc>  
(352) 392-8565 (TTY 711, FRS)

## MEMORANDUM

**To:** (Professor)  
(Class)

**From:** Director  
Disability Resource Center

**Date:** Date

**Re:** John Doe (UFID# 9999-9999)  
Reasonable Accommodations

Mr. John Doe, a student in your class this semester, has requested that I contact you regarding his accommodations. He has a specific disability that is documented at the Dean of Students Office. John has the ability to do well academically with the following accommodation(s):

- Double time on all exams, quizzes, and written in-class assignments. If you can not administer this accommodation, Disability Resources has an Accommodated Testing Service that will arrange the testing.
- This student requires the service of a note taker. Your immediate assistance in identifying a note taker who would be employed by Disability Resources would be appreciated.

- This student has permission to tape record all lectures, discussions, and classes. This student requires access to printed copies of all overheads used in classes, lectures, or labs.
- Provide copies of all visually presented materials.

John is responsible for discussing his accommodation needs with you. As John's faculty member your primary responsibility is to provide the above accommodation(s). Please be advised that none of the approved accommodations is intended to alter the fundamental elements of the course content.

Federal law requires faculty to provide the above accommodation(s). To avoid the possibility of violating federal law, clarification of the aforementioned accommodation(s) may be obtained through the Director of the Disability Resource Center.

Please treat the contents of this memo as confidential information between you and this student.

If you have specific questions regarding working with students who have disabilities, please refer to the Faculty Guide "Providing Service and Access to Students with Disabilities in Higher Education: Effective and Reasonable Accommodations". If you do not have a copy of this guide, please contact the ADA Office at 392-1591. For your convenience, the guide is also available via the World Wide Web at <http://www.ada.ufl.edu/>.

If you have any questions regarding the information in this letter, do not hesitate to contact the Center or call 392-8565.

Support Services Coordinator: (SSC)

cc: John Doe  
Doe file

## **Student Responsibility**

Students with disabilities are responsible for ensuring that the Disability Resource Center and faculty are aware of their disabilities that require accommodations in the educational process. Students with disabilities should contact the DRC, as it is the only designated campus agency responsible for classroom accommodations.

While faculty members are encouraged to work with all students, students with disabilities first must register with the Disability Resource Center (Reid Hall), in order to receive classroom accommodations. The Disability Resource Center is a program of the Dean of Students Office (P202 Peabody Hall) and the Division of Student Affairs (155 Tigert Hall).

After providing appropriate documentation of a disability that requires accommodation and consulting with a DRC staff member who is responsible for programs and services for students with disabilities, the student is registered with the DRC. When registration is complete, the student should contact faculty members early in each semester and provide a copy of a letter of accommodation from DRC that informs faculty members of necessary specific accommodations. Finally, students are responsible for requesting accommodations in a timely manner, so instructors may plan for those accommodations.

Students with disabilities must maintain the same responsibility for their education as students without disabilities. This includes achieving the same academic standards, attending class, maintaining appropriate behavior, and providing timely notification of individual needs. Accommodations are not intended to alter the fundamental elements of the curriculum or program of study.

Students who want to request classroom accommodations should register with the DRC and:

- Meet with a DRC staff member to identify appropriate classroom accommodations
- Request a letter of accommodation
- Deliver the letter of accommodation to each instructor
- Request an updated letter of accommodation each semester

- Report any problems with the provision of accommodations by instructors to the DRC.

## **Where to Go for Help**

The Disability Resource Center (DRC) provides students and faculty with information and support regarding accommodations for students with disabilities. Also, assistance is available for meeting the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The DRC is a program of the Dean of Students Office and part of the Division of Student Affairs.

A major concern of UF is assisting students in making any adjustments necessary for success in their academic careers. Staff at the DRC will assist any students who self identify as having disabilities. Official documentation of a disability is required to determine eligibility for accommodations that may be helpful on campus.

Staff members at the DRC serve as full-time advocates for students with disabilities. Their role is to ensure that students have physical and programmatic access to all college programs, thereby enhancing their interactions in all activities of the campus community.

The DRC staff also may render invaluable advisory services to faculty. Staff members can be consulted about accommodations for students with disabilities and also can answer questions about accommodating the needs of students in the classroom.

## **Support Services**

Services Provided by Disability Resource Center at Reid Hall:

- Pre-admission counseling
- Alternative format textbooks
- Limited academic advisement
- Special arrangements when needed (room changes, educational assistants, interpreters, note takers, accommodated testing, and test readers or scribes)
- Letters of classroom accommodation
- Assistive technology assistance/lab

## **Alternative Format Textbooks**

Print related disabilities affect many students at UF. These students may have a difficult time studying for their courses due to disabilities that may include visual, learning, or physical disabilities.

Vocal Eyes, the taped textbook recording program, provides audio or electronic versions of course materials to students who need to hear readings. Operated by DRC, Vocal Eyes provides recordings not available through Recording for the Blind, Inc. or Talking Books, the public library in Daytona Beach for people with print disabilities.

The Disability Resource Center utilizes the following three sources when providing alternative format textbooks for students:

1. Obtaining an audio CD from Recordings for the Blind and Dyslexic (RFBD).
2. Obtaining an electronic version of the textbook from the textbook publishing company.

Scanning the textbook and providing either an electronic version that can be read utilizing the Kurzweil software located in the DRC or providing an audio version that can be played on an MP3 player.

## **Disability Resource Center at Reid Hall**

The DRC, located on the ground floor of Reid Hall, features individual and group testing rooms and a computer lab equipped with various assistive technology including screen reading, magnification and voice recognition software, Closed Caption Televisions (CCTV), ergonomic keyboards and large screen monitors. The DRC also has Braille embosser for conversion of text into Braille. A technology specialist is available to instruct students on the use of different technologies as well as to assess student's technology needs. For more information or to make an appointment with the technology specialist, contact the DRC office at 392-8565, or 711 (TTY/FRS).

## **Office of Academic Technology (OAT) SW Broward Hall**

The OAT Teaching Center in Southwest Broward Hall provides tutoring and study skills advisement to all UF students. Depending on the semester, tutoring is offered in these and other courses: mathematics (Fundamentals through abstract algebra), accounting, economics, differential equations, chemistry, biology, statistics, calculus, physics and several engineering courses (circuits, thermodynamics, mechanics, etc.)

Test reviews for MAC 1142 Pre-Calculus, MAC 2233 Survey of Calculus I, MAC 2311 Calculus I and other courses are conducted regularly. Visit [www.teachingcenter.ufl.edu](http://www.teachingcenter.ufl.edu) for tutoring schedules.

## **ADA Compliance Office Bldg. 916 Newell Drive**

The ADA Compliance Office provides direct support to individuals with disabilities through the ADA Director. UF has designated the ADA Director as the person responsible for ensuring that persons with disabilities have equal access to all programs and services. The ADA Director assists anyone with questions about access to programs and services. The primary goal for the ADA Office is to advise the UF community about issues of access and to provide direct support to anyone with questions about access to university sponsored programs and services. For more information, contact the ADA Office, 916 Newell Drive, 392-1591, or 711 (TTY/FRS).

## **Committee on Persons with Disabilities**

The University of Florida Committee on Persons with Disabilities advises the UF President about issues to improve the quality of life for students, staff, and faculty members who have disabilities. The main functions of this Committee are to enhance campus opportunities for people with disabilities; review existing campus services and programs; strengthen and augment services; and identify and recommend removal of impediments to accessibility of campus buildings, facilities, and programs. The committee membership is comprised of staff, faculty, students and community

members. The committee traditionally meets September, November, January, March and May of each year.

### **The Counseling and Wellness Center**

The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems, and to grow and develop in ways that will allow them to take advantage of the educational opportunities at UF. In addition to individual counseling, the Center offers a wide variety of groups and workshops. These include general counseling and therapy groups, as well as special topic and population groups (i.e. learning differences, disability issues, relationships, eating disorders, ACOA) designed to help students deal with common problems. Other groups and workshops, such as math confidence, assertion, and stress management are designed to improve specific skills.

The Counseling Center adheres to very strict confidentiality standards. Any information provided is strictly confidential except in life threatening situations, cases of suspected child or elder abuse, or when release is otherwise required by law. Counseling Center records are not a part of a student's educational record.

The Counseling Center is located at 3190 Radio Road. Hours of operation are Monday-Friday, 8:00 am -5:00 pm. For more information call 392-1575, 711 (TTY/FRS) or visit the web page at [www.counsel.ufl.edu](http://www.counsel.ufl.edu).

### **SG disAbility Affairs Cabinet**

The University of Florida Student Government disAbility Affairs Cabinet strives to better the lives of students with disabilities with a student voice. Led by an appointed Director, overseen by the Student Body Vice President, and supported by several assistant directors and a dedicated staff, this cabinet utilizes education, programming, and empowerment as tools in making the university a more accessible accommodating

place. To get involved, or for information about upcoming programming, please e-mail the Director at disabled@sg.ufl.edu, or call 392-1665 ext. 468.

There are also student groups on campus dedicated to students with disabilities. These organizations include:

S.T.R.I.V.E. – Support to Reunite, Interact, Volunteer, and Educate. Please contact the DRC at 392-8565 (711 TTY/FRS) about this organization.

## **Interpreting Services**

The Disability Resource Center coordinates in-classroom sign language interpreters for registered students with hearing disabilities.

Students, staff, and faculty who have questions about interpreting services for the deaf and hard of hearing should contact the DRC at 352-392-8565 (711TTY/FRS). Consultations will be provided for each person requesting information.

### **Classroom Related Interpreting Services**

Interpreting services are available for classroom related needs. All classroom related interpreting services are to be arranged by and coordinated by the DRC.

### **Out-of-Class Interpreter Services**

For special events and non-classroom related activities requiring interpreting services contact the DRC for referral assistance. All out-of-class interpreting services shall be arranged and paid for by the agency, organization, or department sponsoring the events.

### **Student Government (SG) Events and SG Affiliated Organizations**

All events sponsored by SG and any SG affiliated organization shall provide interpreting services upon request. The agency sponsoring the event shall be responsible for notifying the general public that accommodations are available upon request and once requested for arranging the needed accommodations. For information

and assistance within the SG Office contact the Office Manager. For referral information contact the DRC.

### **Public Notice of an Event**

Every event, special activity, and program hosted or planned by UF should be accessible to persons with disabilities. If the event is publicized the organizing agency must provide individuals with disabilities the opportunity to request accommodations. To find out if accommodations are needed, list the following statement on all notices about the program (website, newspaper ads, flyers, etc.).

“For individuals with disabilities, requiring special accommodations, please contact (insert sponsoring agency name and phone number) within a minimum of 72\* hours of the event/program so that proper consideration may be given to the request.”

\*The recommended notice is a minimum of 72 hours. This provides a department or unit plenty of time to make the necessary arrangements. You can request a more advance notice.

### **Referral Agencies for Interpreter Services**

UF - Classroom Related

To obtain information contact the DRC at 392-8565 (711 TTY/FRS)

Non Classroom Related

To obtain information contact the DRC at 392-8565 (711 TTY/FRS)

If after hours or emergency contact:

Center for Independent Living of North Central Florida  
(352) 598-2755 or (352) 378-7474

### **Interpreter Costs and Protocol for Interpreters**

Typically, interpreters will work as a team, especially for speaking engagements and activities that involve a great deal of talking. The average cost for interpreters is \$50 per hour for each interpreter, with a minimum of 2 hours during 8am to 5pm

Monday through Friday. After regular business hours and weekend rates are \$60 per hour. Customarily an additional fee for travel is charged. Team interpreters will work 20 minutes on and 20 minutes off, allowing them an opportunity to rest and provide the best possible interpreter services. Plan well ahead for your interpreter needs, since there is a severe shortage of interpreters in the Gainesville-Ocala area.

### **Captioning and Transcription Services**

For captioning or transcription services, contact: Disability Resource Center for referral to qualified service providers at (352) 392-8565.

### **Free-Lance Interpreters**

Many professional interpreters maintain a private, free-lance, interpreter practice in addition to their staff interpreter positions. It is recommended that only RID (Registry of Interpreters for the Deaf) ([www.rid.org](http://www.rid.org)) or NAD ([www.nad.org](http://www.nad.org)) certified interpreters be used for University purposes. If none are available then the highest level state screened with current credentials will suffice for most events. Rates of pay should be adjusted based on skill level of the service provider.

To obtain information on resources for names of interpreters at the national level are the Registry of Interpreters for the Deaf (RID) (<http://www.rid.org/>) in Alexandria, Virginia, and the National Association of the Deaf (NAD) in Silver Spring, Maryland. Lists of professional interpreters can be obtained from these organizations. In Florida the state affiliate of RID is the Florida Registry of Interpreters of the Deaf (FRID), <http://www.fridcentral.com>.

## **Classroom Access Overview**

Specific suggestions on how to teach students with disabilities are offered in the sections devoted to each disability. Here are some general considerations to keep in mind.

### **Faculty-Student Responsibilities**

Students with disabilities bear the primary responsibility of notifying UF of their disabilities. If a student needs an approved accommodation, faculty members are responsible for making those accommodations.

### **Faculty-Student Communication**

Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing a student's needs as they relate to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk." However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. Often, for example, people in wheelchairs are spoken to loudly, as if they were deaf. The student probably will have had some experience with the kind of initial uneasiness instructors may bring to the relationship. The student's own suggestions, based on experience with the disability and with school work, are invaluable in accommodating disabilities in college.

### **Attendance and Promptness**

Flexible attendance policies are appropriate accommodations for some students. Students using wheelchairs or other assisting devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or irregular difficulties, either from their disability or from medication. (For more information refer to section on Important University of Florida Policies and Procedures/Course Attendance Policy.)

### **Classroom Adjustments**

A wide range of students with disabilities may be assisted in the classroom by the following: making book lists available prior to the beginning of the term, making appropriate seating arrangements, speaking only when directly facing the class and writing key lecture points and assignments on the chalkboard or Power Point presentations. Remember that beards, mustaches and accents can interfere with a

student's ability to speech read. Restating the questions or comments from students in the classroom can also assist in clear understanding.

### **Access to Classroom Materials**

Instructors may see an accommodation listed on the accommodation letter for students to have access to classroom materials. The accommodation will appear on the accommodation memo as:

This student requires access to printed copies of all overheads and Power Point presentations used in classes, lectures or labs.

Students with this accommodation generally have a processing disorder that interferes with their ability to take adequate notes in class. The access to materials is intended to supplement their class notes and to serve as a guide as the student listens to lectures. Classroom materials include overhead projections, transparencies, and PowerPoint presentations. Classroom materials do not include the instructor's personal notes used in lecture. Access to these materials should be made before the class meets. The student must contact you during office hours to determine the most efficient way for the student to receive this information (i.e., making copies of overheads, e-mailing PowerPoint presentations). Many instructors are posting PowerPoint presentations on their class websites. This offers easy access to classroom materials for students with disabilities and can enhance the learning experience for all students.

### **Alternatives to Taking Notes**

Students who cannot take notes or have difficulty taking notes adequately use any combination of classroom accommodations, such as tape-recorders, note-takers, copies of lecture notes and or overheads, and copies of classmates' notes. Students must ask permission of the instructor to tape-record a class. If taping a class is the only reasonable accommodation, the instructor must give permission for the student to tape

the class. Students and instructors should discuss how to exchange class materials, ideally prior to class.

### **Testing and Evaluation**

If an instructor is unable to arrange for the requested testing accommodations, the DRC has a testing center that can assist in the provision of testing accommodations. The student is responsible for initiating this process. Contact the DRC at 392-8565 with questions about the testing center. Some examples of possible testing accommodations include: oral administration of examinations, use of readers and/or scribes, extension of time for the duration of exams, modification of test formats. For out-of-class assignments, an extension of deadlines may be justified. The objective of such considerations always should be to accommodate the student's learning differences, not to water down scholastic requirements. Instructors should apply the same standards to students with disabilities as they apply to other students in evaluating their work and assigning grades.

### **Functional Problems**

In addition to the adjustments discussed in detail for each category of disability, some understanding is required in working with more subtle and sometimes unexpected manifestations of a disability. Chronic weakness and fatigue characterize some disabilities and medical conditions. Drowsiness, fatigue, or impairments of memory or speech may result from prescribed medications and or therapy. Such difficulties and interferences with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.

### **Program Accessibility**

All events that are part of structured class activities are to be planned in accessible places. Workshops, labs, off-campus events, meetings, trips, conferences and any other program, service or activity must be open and accessible to all students. On an old campus, such as the University of Florida, not all areas are accessible. At UF,

equal access may be achieved by moving the program, service or activity to an area that is accessible. We cannot renovate all areas, but we can ensure program access by moving the program, service or activity. When planning events, on and off campus, please make sure that all individuals have access. If your office or your TA's (Teaching Assistant) office is not accessible, it is expected that you will make alternate arrangements to meet with students.

### **Syllabus Information**

One of the most crucial parts of any class is the syllabus. In the syllabus the instructor makes their expectations known to each student. Students who are blind, visually impaired, or learning disabled may not be able to access the syllabus in the traditional format. A good way to avoid a possible problem is to include a statement on all future syllabi that notifies each student that the syllabus is available in alternate format upon request.

In most cases, you will only need to enlarge the syllabus or change the font size when printing. If the larger font size is used, ask the student if a font size of 14, 16 or 18 would be appropriate. If changing the font size is not possible, then enlarge each page on a copy machine, by changing from 8.5 x 11 to 11 x 17 paper and increasing the enlargement to 144 percent. If a student requests a Braille copy of the syllabus, contact the Disability Resource Center for assistance.

The DRC is always trying to reach out to students with disabilities and inform them of the services available. You can help in that mission by adding the following statement to each syllabus produced for your class. "If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565, (711 TTY/FRS)."

## **Assistive Listening Devices**

An assistive listening device is a portable FM transmitter and receiver. Both receiver and transmitter are small enough to fit in a shirt pocket. Students who qualify will have an assistive listening device signed out to them while they are enrolled at UF.

Students who are hard of hearing may at times have difficulty hearing what is said during class lectures and discussion periods. UF is responsible for providing assistive listening devices. However, students who are hard of hearing may not know that assistive listening devices are available. If you become aware that a student cannot hear what is being said, inform the student that assistance is available through the Disability Resource Center. Assistive listening devices are also available for faculty and staff with hearing impairments through the ADA Office (916 Newell Drive).

## **Alternative Print Information**

Any publication that describes services, programs, or activities (e.g., brochures, handouts, position announcements, pamphlets, resource guides, handbooks, catalogs, course schedule, applications) needs to include the following statement regarding availability in accessible formats:

“Upon request, for persons with print-related disabilities, this publication is available in alternate formats. For more information, please contact (insert name) at (tel. number).”

When a document such as the University Catalog is offered in one particular format, the following is an example of what the statement would look like:

“Upon request, the undergraduate catalog is available on computer disk to persons with print-oriented disabilities. For more information, contact the Office of the Registrar.”

When selecting one type of format over another, be aware that the person requesting the alternate format should be given primary consideration as to the format of the publication. Always offer at least two format options. Generally speaking, the first should be large-print copy and the second should be worked out between both parties.

The program producing the publication is responsible for the costs associated with any alternate format publication. The “upon request” portion of the statement is important. It is only upon request that alternate formats are provided. Programs are not required to stockpile any document; however, it is wise to be prepared and ready to act when, and if, a request is made.

Providing alternate formatted documents is easier than it may sound. The most common request is for large-print copies. Large print can be supplied in two ways. If the text is on computer, select an 18-point font and print a copy, or enlarge the document on a photocopy machine. Braille copies and audiotape versions also can be provided. For further assistance, contact the ADA Director.

### **Text Telephone (TTY)**

Any time a telephone number is listed within a letter, booklet, pamphlet, resource guide, program announcement, application, notice, advertisement, or letterhead, or listed in any other circumstance, be sensitive to the fact that there are individuals who may not be able to call the telephone number listed due to one of many disabilities (e.g., deafness, hearing impairment, speech impairment). Always provide either a corresponding TTY number or information on an alternative method for individuals with disabilities to make contact.

As a result of the ADA, Florida and all other states now have third-party agencies that will act as the intermediary between the person with a disability and the non-disabled person. In Florida that agency is the Florida Relay Service (FRS). Use the relay number if no TTY number is available. You can use FRS by dialing 711 (TTY). For a copy of the FRS brochure, contact the ADA Office at 392-1591, 711 (TTY/FRS).

An example of a statement for a publication that lists more than one office, department or college number is: “For individuals with hearing impairments, deafness, or speech impairments, when trying to contact an office that does not list a TTY number, contact the Florida Relay Service at 711 (TTY).”

An example for a department publication with just the department number is:  
“For persons with speech and hearing impairments using TTY phone access, contact the Florida Relay Service at 1-800-955-8771 or 711 (TTY).”

## **Academic Advising**

### **Introduction**

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, UF has many legislative statutes that dictate how education is directed. Some of those statutes and their ensuing rules, policies, and procedures may have the affect 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.

The following information provides administrators an opportunity to better serve students with disabilities in the programs, services, and activities sponsored by UF. It is impossible to address every aspect of campus life, however. When questions arise, the best thing to do is contact the individuals on campus who administer disability support services (e.g., ADA Compliance Office or Disability Resource Center at Reid Hall).

## **Information Sessions on Accommodating Students with Disabilities**

In addition to this Guide, there are various other sources of information available to assist faculty, staff, and administrators in providing support to students with disabilities. Along with the printed materials, the ADA Office and DRC provide information sessions each year on accommodating students with disabilities in the classroom. For more information on the publications available, and the date and times of the information sessions, please contact the ADA Office at 392-1591, 711 (TTY/FRS). (Refer to page 88 for detailed information.)

## **Self-Identification**

Students with disabilities are not required to inform UF that they have a disability either in the admission process or while enrolled at the UF. 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 UF office (DRC) ask for documentation to verify the disability.

## **Documentation**

The only office on campus authorized to maintain disability related documentation is the Disability Resource Center (Reid Hall). Only when an accommodation is needed in the classroom, or for an administrative procedure, is the appropriate staff notified of the student request. Verification of the student disability and qualification for reasonable accommodation is completed by DRC. Notification of appropriate campus officials is initiated, upon the request of the student, by the director of the Disability Resource Center.

## **Accommodation Procedures during the Admission Process**

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

Florida Board of Education (FBOE) Rule 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. For information about the process contact the admissions office responsible for the application submitted (undergraduate, graduate, Law, Medicine, Vet Med, Dentistry, etc...)

### **UF Undergraduate Application**

The UF 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 UF 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 UF of circumstances in their education that may have been impacted by the disability. Many students with disabilities will need no individual consideration and have no disability related circumstances that have impacted their education. However, some will. 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. Their standardized test scores may be lower than the norm or may have been administered in a non-standard administration.

### **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, that dictate minimum GPA and test scores. However, such guidelines do, in effect, discriminate against some students solely on the basis of their disability. For those students who can show that the disability in some way impacted a standardized test score, GPA, or course selection, allowances should be made to accommodate them.

Example: Low GPA - In reviewing the application, a graduate student has a GPA below 3.0. On the face of it, the student does not meet the minimum GPA set by the

FBOE. However, the student in the letter of application notifies the department that during the student's second term, he was in a car accident that resulted in a serious injury. The student was hospitalized for the semester. Because he did not withdraw from classes he received failing grades. His request is that the GPA be recalculated to omit the semester in question. This is a valid request, based on the disability (paraplegic due to auto accident). Example: Student with 3.6 GPA and a GRE Score of 950 (500 V, 450 M) applies to the History Department. Initially the student does not appear to meet FBOE minimums. This student self identifies as having a disability (LD -math) and would like individual consideration. The student does not meet GRE minimums, but presents supporting documentation that it is a result of a disability the minimum requirement in some instances may be modified. The basis for accepting a GPA or standardized test score that is below FBOE minimums is §1007.264, §1007.265 and FBOE Rule 6.018.

Graduate students with disabilities who do not meet the FBOE minimums may qualify for the FBOE 10% exception rule (Refer to Graduate Catalog, Conditional Admission Section).

### **Substitution-Admission Requirements (§1007.264)**

It is generally accepted that there are some admission requirements for which substitutions may be made. For instance, 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.

### **Program Accommodations Once Enrolled**

With the exception of the CLAST exam, there are no waivers to admission or graduation requirements. Students can, however, ask for substitutions to a requirement for admission or graduation. All substitutions for course requirements that are based on disability rationale are facilitated through the Disability Resource Center. The substitution is approved only when there can be a direct link between the functional impact of the disability and the course in question.

## **General Education Requirements vs. Core Requirements**

Substitutions are not allowed when a department or college considers the course or requirement in question to be a fundamental part of the program or essential to students in the program. Each request is looked at individually and arguments heard for both sides. What may be approved for one student may not be approved for another.

## **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, §1007.265) 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 allowed. 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 changed. Example: A student receives a substitution to the Gordon Rule math requirement and now applies for upper division admission into the College of Education and asks for a substitution to the course "Teaching Math in Elementary School." If the college sees the course as fundamental and essential, the student must complete the course in order to complete the program. If the student cannot complete the course, then he/she is not otherwise qualified.

### **Substitution graduation requirements (§1007.265)**

Under the guidelines spelled out in §1007.265 and FBOE Rule 6.018 a student 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 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 UF 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.

### **CLAST Waivers**

At present, the State of Florida does not have a substitution to the CLAST exam. Until the time that a reasonable substitution is provided, students who meet the guidelines for a substitution can petition (CLAST Disability Appeals Committee) to request a waiver to one or more sections of the CLAST (refer to page 72 for more information on State Statute §1008.29).

### **Additional Drops**

Limiting the number of drops a student with a disability can have in some circumstances may discriminate on the basis of the disability. Students with disabilities requesting a drop that is a direct result of the disability should be provided an opportunity to inform the department administering the drop procedure that they are dropping as a result of the disability. In those situations, when the drop is directly related to the disability, a student is allowed to petition for additional drops.

## **Dispelling Myths**

The similarities of students with disabilities to students without disabilities are more abundant than their differences. The first step in teaching students with disabilities

is easy: treat them as you would all students. 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.

## **Preferred Language**

People with disabilities prefer that others focus on their individuality, not their disability. The term "handicapped" has fallen into disuse and should be avoided. The terms "able-bodied," "physically challenged," and "differently abled" also are discouraged. The following are some recommendations:

Do not use the article **THE** with an adjective to describe people with disabilities

**Not** the deaf

**Use** people who are deaf

**Not** the visually impaired

**Use** people who are visually impaired

**Not** the disabled

**Use** people with disabilities

If it is appropriate to refer to a person's disability, choose the correct terminology for the specific disability.

### **Appropriate Terminology**

The following terms are examples of appropriate terms to describe people with disabilities:

People who are blind; who have visual impairments; who are deaf; who have hearing impairments; who have intellectual disabilities; individuals without disabilities or with disabilities. People with or who have Cerebral Palsy; Down Syndrome; mental illness; paraplegia; quadriplegia; partial hearing loss; seizure disorder; specific learning disability; speech impairment.

Be careful not to imply that people with disabilities are to be pitied, feared, or ignored, or that they are somehow more heroic, courageous, patient, or "special" than others. Never use the term "normal" in contrast.

**Not** Trina held her own while swimming with normal students.

**Use** Trina qualified for her "Swimmer" certificate.

A person in a wheelchair is a "wheelchair user" or "uses a wheelchair." Avoid terms that define the disability as a limitation such as "confined to a wheelchair" or "wheelchair-bound." A wheelchair liberates; it doesn't confine.

Never use the terms “victim” or “sufferer” to refer to a person who has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness.

**Not** victim of AIDS or AIDS sufferer

**Use** person with HIV/AIDS

**Not** polio victim

**Use** had polio

(With some changes from Campus Guidelines for Using Inclusive Language and Illustrations in University Publications - University of Maryland at College Park).

## **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. Some 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 Disability Resource Center and their instructors before or early in the semester.

Some students, especially those with "hidden" disabilities, may not identify themselves because of their fear of 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. If that happens, the faculty member should contact the DRC for assistance in dealing with unanticipated accommodations.

The faculty member should make an announcement at the beginning of the term or put a statement in the syllabus (refer to page 27) inviting students with disabilities to schedule appointments. If you suspect that a student has a disability, discuss your concern with the student. You may find such an approach awkward, at least initially, but the end result will be beneficial if the student's circumstances are made known at the very outset.

If a disability is brought to your attention and the student has not registered with the DRC, the instructor should refer the student to the DRC.

## **Confidentiality of Student Records**

### **The University of Florida Rules-6C1-4.007 Student Affairs**

- (1) The President delegates to each Vice President the responsibility for maintaining the confidentiality of all records within his area of responsibility. Each Vice President may designate an individual in his or her area as the custodian of records for that area.
- (2) Student records are maintained in the Dean of Students Office, J. Wayne Reitz Union, Office for Student Financial Affairs, Career Resource Center, Division of Housing, and University Counseling Center, are deemed confidential. Only

information of a public record will be released without the written consent of the student involved. Public information includes: name, classification, local address, home address, local telephone number, electronic mail (e-mail) address, most recent previous educational institution attended, dates of attendance at the University of Florida, major, degree earned, nature and place of employment at the University, honors and awards received, participation in officially recognized or registered activities and sports, and weight and height of members of athletic teams. Counseling records and disciplinary records are not public information.

- (3) Information contained in student records except that data which is public information will be open for inspection only by the student, or parents of dependent students as defined by the Internal Revenue Service, and designated members of the professional staff of the University. The department custodians of student records and their designees may release information from such records only upon written authorization from the student or as otherwise provided by law. Records which are created or maintained by the University Counseling Center and are used only in connection with treatment provided to a student are available only to persons providing such treatment; provided, however, that such records can be personally reviewed by an appropriate professional of the student's choice.
- (4) The Dean or Director of each unit in the Division of Student Affairs is the official custodian of the records in his or her unit and will designate those staff members who have access to student records. The Dean or Director or the Dean or Director's designees has responsibility for identifying those University agencies outside of the Division of Student Affairs that shall have access to the particular student records involved.
- (5) All requests for research, dealing with data from records, are referred to the custodian of the records involved. Such requests should be in writing and should include appropriate faculty approval. In addition, the researcher will guarantee that identifiable data about any individual will not be published or made available to others.

- (6) Traditional requests from scholastic honor societies (e.g., Phi Eta Sigma, Alpha Lambda Delta) for membership eligibility based on grade point average shall be granted when such requests are approved by the Dean of Students or designee.
- (7) Counseling, disciplinary, and academic records are maintained separately.
- (8) With the exception of Placement records, student conduct records, and records required for audit purposes in the Office for Student Financial Affairs, student records are not maintained longer than four (4) years after departure from the University unless such records reflect on the student's eligibility to return to the University.
- (9) All, policies and procedures governing the maintenance and release of student records in Student Affairs offices are made public and are subject to review periodically by appropriate student, faculty, and administrative groups.

Specific Authority 1001.74(4) FS.

Law Implemented 1002.22, 1006.52(1) FS.

History--New 9-29-75, Amended 1-28-80, 8-4-80, Formerly 6C1-4.07, Amended 7-11-94, 5-1-96, 6-21-00, 1-19-03, 12-31-03, 7-19-05.

In order to provide services to students with disabilities, each Florida university asks for voluntary self-identification of students with a specific disability. This information is kept confidential and is used for the purpose of aiding students in achieving their fullest potential while at the university. In addition, each university is required to submit annually a confidential report to the Florida Board of Education that includes the number of students with disabilities by disability category.

## **Categories of Disabilities**

### **Defining Disability**

To be considered disabled under either the ADA or Section 504 of the Rehabilitation Act of 1973, a person must have a physical or mental impairment that

substantially limits a “major life activity,” has a record of such an impairment, or is regarded as having such an impairment.

Each student requesting classroom accommodations must present appropriate documentation to the Disability Resource Center in order to receive appropriate accommodations. Listed below are the five categories of disabilities as outlined by the State of Florida.

### **Visual Disability**

A visual disability is considered any disorder in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one’s ability to function in an educational setting, and (3) 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.

### **Physical Disability**

Conditions that impact the musculoskeletal, connective tissue, or neuromuscular system are physically disabling conditions which 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 attack (CVA), head injury, spinal cord injury, arthritis, rheumatism, intracranial hemorrhage, embolism, thrombosis, 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 or birth defect, including, but not limited to, muscular dystrophy and congenital muscle disorders).

### **Hearing Disability**

A hearing disability is considered any hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 Hz, 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.

### **Specific Learning Disabilities**

Specific learning disabilities are any 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 dyslexia, dysgraphia, dysphasia, dyscalculia, and other learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems due primarily to visual, hearing, or motor handicaps; mental retardation; emotional disturbance; or an environmental deprivation.

### **Other Disabilities**

There are numerous other disabilities. Only a few are listed below, therefore the full range of disabilities is not limited to those listed below.

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

Issues related to family relationships, stress, body image and many other conditions such as depression, psychosis, obsessive-compulsive disorder, post-traumatic stress to name a few, can cause significant distress and interfere with day-to-day living and in particular, with the individual's ability to learn.

Cardiovascular and circulatory conditions include, but are not limited to, congenital heart disease, rheumatic fever, chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease.

Blood serum disorders include hemophilia, sickle cell anemia, HIV/AIDS, and disorders where the cause is unknown.

Respiratory disorders include tuberculosis of the respiratory system, emphysema, pneumoconiosis, asbestosis, bronchiectasis, chronic bronchitis, sinusitis, and other diseases of respiratory system.

The preceding list are only a few of the conditions listed in the other category. Other conditions that require an administrative or academic adjustment such as class schedules, parking and course adjustments, and do not fit into any of the above categories may also qualify.

## **Teaching Students with Learning Disabilities**

A learning disability is any of a diverse group of conditions that cause significant difficulties in perceiving and/or processing auditory, visual and/or spatial information. Of presumed neurological origin, it covers disorders that impair such functions as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia). No two students have exactly the same pattern or type of learning variance associated with a given learning disability.

A student may have average to superior intelligence and adequate sensory and motor systems, and yet have a learning disability. The extraordinary achievements of numerous people with learning disabilities confirm the coexistence of learning disabilities and average to superior intelligence. All too often these conditions still go undiagnosed. That is why many people often mistakenly believe a learning disability is an intellectual deficiency, which it emphatically is not.

In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability. Documentation of the disability is required not only to establish the need for special services, but also to determine the kind of special services that are indicated. Students who are believed to have a learning disability that has not been previously or reliably identified should be referred to the Disability Resource Center (DRC) for consultation.

While a learning disability cannot be “cured,” its impact can be lessened through instructional intervention and compensatory strategies. In general, a variety of instructional modes enhance learning for students with learning disabilities, by allowing them to master material that may be inaccessible in one particular form.

### **Learning Disability that Affects Auditory Processing**

Faculty members may find the following strategies helpful:

Some students with LD may experience difficulty integrating information presented orally, so they may not be able to follow the logic and organization of a lecture. For these students a faculty member could:

- Provide students with a course syllabus at the start of the semester.
- Permit students to tape-record a class, so the students may listen to the class discussion more than once.
- Outline class presentations, and write new terms and key points on the chalkboard.
- Allow students to use note takers.
- Repeat and summarize segments of each presentation and review its entirety.
- Provide students with a written copy of major points, models, outlines, etc.

In dealing with abstract concepts, paraphrase them in specific terms, and illustrate them with concrete examples, personal experiences, hands-on models and such visual tools as charts and graphs.

### **Learning Disability that Affects Visual Processing**

Reading may be slow and deliberate, and comprehension may be impaired for a student with a learning disability, particularly when dealing with large quantities of material. For such a student, comprehension and speed are expedited dramatically with the addition of auditory input. Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

In addition, an instructor may:

- Make required book lists available prior to the first day of class to allow students to begin their reading early or to have texts put on tape.

- Provide students with chapter outlines or study guides that cue them to key points in their readings.

### **Learning Disabilities that Affect Memory Processing**

Memory or sequencing difficulties may impede the execution of complicated directions for a student with a learning disability. To accommodate, an instructor may:

- Keep oral instructions concise and reinforce them with a brief cue word.
- Repeat or re-word complicated directions.

### **Note-taking Alternatives**

Some students with learning disabilities need alternative ways to take notes because they cannot write effectively or assimilate, remember, and organize the material while listening to a lecture. To accommodate an instructor could:

- Allow note takers to accompany the student to class.
- Permit tape recordings or make notes available for material not found in texts or other accessible sources.
- Assist the student, if necessary, in arranging to borrow classmates' notes.
- Provide copies of notes and transparencies.

### **Participation**

It is helpful to determine the student's ability to participate in classroom activities. While many students with learning disabilities are highly articulate, some have severe difficulty in talking, responding, or reading in front of groups. The stress of performing can exacerbate the effect of the learning disability on the student's performance.

## **Specialized Limitations**

Some students with learning disabilities may have poor coordination, or trouble judging distance or differentiating between left and right. Such devices as demonstrations from the student's right-left frame of reference, and the use of color codes or supplementary symbols, may overcome the student's difficulties with perceptions.

## **The Science Laboratory**

The science laboratory can be especially overwhelming for students with learning disabilities. Unfamiliar equipment, exact measurement, and multi-step procedures may demand precisely those skills that are most difficult for students with some learning disabilities. To accommodate an instructor could:

- Provide an individual orientation to the laboratory and equipment to minimize student anxiety.
- Label equipment, tools, and materials.
- Make available to a student cue cards or labels designating the steps of a procedure to expedite the mastering of a sequence.
- Use specialized adaptive equipment to help with exact measurements.

## **Learning Disabilities that Effect Writing Processing**

Some students with a learning disability have difficulty organizing written material or may misspell words. Allowing a student to have access to appropriate tools may help students with learning disabilities more clearly express their comprehension of the course material.

- Permit a student to use a dictionary during a test.
- Allow a student to use a computer and a spell- checking program.

## **Learning Disabilities that Effect Behavior or Interactions**

Because of perceptual difficulties, some students with learning disabilities are slow to grasp social cues and are slow to respond appropriately. They may lack social

skills, or they may have difficulty sustaining focused attention. If such a problem results in classroom interruptions or other disruptions, it is advisable for an instructor to discuss the matter privately with the student or with the DRC.

### **Learning Disabilities Requiring Accommodations during Examinations**

When learning disabilities affect performance during evaluations, accommodations should be made for evaluation methods and procedures. An instructor might:

- Allow students to take examinations in a separate, quiet room with a proctor. Students with disabilities are especially sensitive to distractions. Testing services are available through the Disability Resource Center (contact [testing@dso.ufl.edu](mailto:testing@dso.ufl.edu) for more information).
- Grant time extensions on exams and written assignments when there are significant demands on reading and writing skills.
- Avoid overly complicated language in exam questions, and clearly separate them in their spacing on the exam sheet.
- For a student with perceptual deficits, for whom transferring answers is particularly difficult, avoid using answer sheets, especially computer forms.
- Try not to test on material just presented, since students with learning disabilities generally require more time to assimilate new knowledge.
- Permit use of a dictionary, a word-processing program, proofreader, or, in mathematics and science, a calculator. In mathematics, the student may understand the concept, but may make errors by incorrectly aligning numbers or confusing mathematical facts. A student may need to use grid paper or other special materials.
- When necessary, allow students to use a reader, scribe, word processor, tape recorder or typewriter.
- Consider alternative test designs. Some students with learning disabilities may find essay formats difficult. A student with a perceptual impairment may have trouble with tests requiring students to match different items.

- Consider alternative or supplementary assignments to evaluate a student's mastery of the course material. Taped interviews, slide presentations, photographic essays, or handmade models may lead to more accurate evaluations.

Disability Resource Center is always available to help faculty identify accommodations on an individual basis. For more information, call 392-8565, 711 (TTY/FRS).

## **Teaching Students with ADD/ADHD**

Attention-Deficit/Hyperactivity Disorder (ADD/ADHD) is a neurological disorder that is characterized by chronic difficulty in sustaining attention and significantly impacts learning and behavior. Some persons with ADD/ADHD also may display hyperactivity as evidenced by excessive physical movement and difficulty in sitting still for long periods of time or impulsivity as evidenced by poor planning and poor attention to details. ADD/ADHD is often first diagnosed during childhood, but many people with less severe symptoms and minimal hyperactivity are not diagnosed until late adolescence or adulthood. For many years, it was thought that ADD/ADHD was "outgrown" after adolescence. We now know that it is a lifelong disability, but that the severity of symptoms, especially physical hyperactivity, may decrease after childhood.

The impact of ADD/ADHD varies from individual to individual. Within the educational setting, it can range from a minimal impairment that can be managed easily, to a severe impairment that impacts both academic and interpersonal success and requires treatment with medication. In college, the student's ADD/ADHD may impact his or her organization and efficiency in areas such as reading, listening to directions or lectures, taking notes, prioritizing tasks, completing assignments, and taking tests. Students with ADD/ADHD may have difficulty adhering to schedules and expectations, unless these are communicated clearly both verbally and in writing. Some will display an impulsivity and impatience in their interpersonal interactions that may make communication with instructors and peers problematic. A comprehensive assessment assists in determining both the severity of the impairment and the best accommodations for an individual student. ADD/ADHD may present many of the same symptoms as

academic difficulties or co-occur with other disorders, such as Learning Disabilities, Anxiety Disorders, or Depression. For these reasons, the documentation requirements for students with ADD/ADHD include a comprehensive psycho-educational evaluation by a psychologist. The most common accommodations for students with ADD/ADHD are a low distraction environment, extra time on tests, a reduced course load, tape recording of lectures, and obtaining copies of overheads prior to lectures. Many students find that individualized coaching in time management, study skills, and organizational skills are necessary for their academic success.

The way a class is organized and material is presented can be critical for a student with ADD/ADHD. Students with ADD/ADHD often lack the ability to organize and structure information or activities. A course syllabus with all requirements, materials, and deadlines clearly marked will assist the student with meeting those requirements. A graphic or bullet format for presenting information with key terms and dates highlighted or underlined may be helpful for many students with ADD/ADHD. When lecturing, an instructor could provide advanced organizers and verbal cues in the form of introductory statements, transition statements, and concluding summaries. Most students with ADD/ADHD will benefit from sitting near the front of the class where they can stay focused and mentally engaged in the lecture with fewer distractions. Instructors should explicitly state both verbally and in writing what is expected of students in terms of quality, quantity, and deadlines for all assignments. In addition, instructors could encourage students to meet with them during office hours to review deadlines and expectations in a quieter less and distracting environment.

## **Teaching Students with Visual Disabilities**

Visual impairment varies greatly. Persons are considered legally blind when visual acuity is 20/70 or less in the better eye with the use of corrective lenses. Most persons who are legally blind have some vision. Others who have low vision may rely on residual vision with the use of adaptive equipment. Persons who are totally blind may have visual memory, the utility of which varies depending on the age when vision was lost.

Whatever the degree of impairment, students who are visually impaired should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some students will use lap-top computers or computerized Braille devices. Students who are visually impaired may encounter difficulties in laboratory classes, field trips, and internships. With planning and adaptive equipment, these difficulties can be minimized.

### **Before or Early in the Semester**

Instructors can make accommodations for students with visual impairments before, or early in, the semester by:

- Providing reading lists or syllabi in advance to allow time for arrangements to be made (e.g., the taping or Braille texts).
- With cooperation from the Disability Resource Center (DRC), assisting the student in finding readers, note takers, or tutors, or teaming the student with a sighted classmate or laboratory assistant.
- Reserving front row seats for low-vision students; making sure seats are not near windows (glare can make it hard for a student to see the instructor or the board). If a guide dog is used, the dog will be highly disciplined and require little space.
- Verbalizing the content printed on transparencies or chalkboard notations.

### **During the Semester**

During the semester instructors can accommodate for students with visual impairments by:

- Facing the class when speaking.
- Conveying in spoken words whatever is put on the chalkboard and whatever other visual cues or graphic materials used.
- Providing copies of all materials or requesting another student to write everything down for later transfer to tape or Braille.
- Permitting lectures to be taped and/or providing copies of lecture notes.

- Providing large-print copies of classroom materials by enlarging them on a photocopier, or print in at least 18 point using high-contrast, non-encumbered fonts.
- Being flexible with assignment deadlines.
- Planning field trips and special projects (e.g., internships) well in advance and alerting field supervisors to whatever adaptations may be needed.
- Considering an alternative assignment if a specific task is impossible for the student to carry out.

### **Examinations and Evaluations**

Students should not be exempt from examinations or be expected to master less content or achieve a lower level of scholastic skills because of a visual impairment. However, alternative means of assessing understanding of the material may be necessary. The students themselves, because of their experience in previous learning situations, and the DRC may offer suggestions on testing and evaluation strategies. The most expedient devices are alternative examinations (e.g., oral, large-print, Braille or taped), time extensions for exams, and the use of such aids as print enlargers, specialized computer programs, or tape recorders. The DRC is available to assist with the administration of classroom exams.

Other adaptations suited to specific situations, such as tactile materials in presenting diagrams or illustrations in certain subjects, may be helpful.

## **Teaching Students with Physical Disabilities**

A wide range of conditions may limit mobility and/or hand functions. Among the most common permanent disorders are musculoskeletal disabilities, such as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy. Additionally, health impairments (e.g., cancer, HIV/AIDS, cystic fibrosis, respiratory and cardiac diseases) may be debilitating and, consequently, affect mobility. These conditions also may impair the strength,

speed, endurance, coordination, and dexterity necessary for proper hand function. Conditions such as cerebral palsy often involve sensory and speech dysfunction. While the degree of disability varies, students may have difficulty getting to or from class, performing in class, or managing out-of-class tests and assignments.

### **Going to and from Classes**

Physical access to classrooms is a major concern of students who have physical disabilities. Those who use wheelchairs, braces, crutches, canes, or prostheses, or who fatigue easily, find it difficult to move about, especially within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, elevator or wheelchair breakdown, or the need to wait for physicians' appointments. Leaving a class may pose similar problems, especially in cases of emergency. Instructors may accommodate students with physical disabilities by:

- Considering whether physical access to a classroom is a problem before or early in the semester, discuss it with the student, and, if necessary, Disability Resource Center (DRC).
- Being prepared to arrange for a change of classroom or building if the classroom or building is not accessible to students with mobility impairments; being prepared to move class temporarily if an elevator is out of service.
- Becoming familiar with the building's emergency evacuation plan and assuring that it is manageable for students who have mobility impairments.

### **In Class**

Some courses and classrooms present obstacles to the full participation of students who have physical disabilities. In seating such students, every effort should be made to integrate them into the class. Relegating students to a doorway, a side aisle or the back of the room should be avoided. Even such apparently insurmountable barriers as fixed seating may be overcome by arranging for a chair to be unbolted and removed to make room for a wheelchair.

Laboratory stations that are too high for wheelchair users to reach or transfer to, or that have insufficient under-counter knee clearance, may be modified or replaced by portable stations. Without such accommodations, the student may need the assistance of a personal assistant to perform the activities in a laboratory.

Students with hand-function limitations may have difficulties both in the laboratory and in the classroom, taking notes, completing in-class writing assignments, and taking written tests. The instructor should be prepared to utilize accommodations like the following:

- Permitting the use of a note taker or tape recorder.
- Teaming the student with a laboratory partner or assistant. (Note: Educational assistants can be provided by the DRC.)
- Allowing in-class written assignments to be completed out of class with the use of a scribe or other appropriate aid.

Disability Resource Center will administer oral or taped tests, or will provide space and supervision for extended testing time. DRC is also available for alternative testing arrangements.

Students who have mobility impairments or hand-function impairments, using the library for reading or research assignments may present obstacles. The student may have to arrange with library personnel for access to card catalogs, book shelves, microfiche, and other equipment. Because the completion of required work may be delayed, the extension of deadlines and the use of "Incomplete" grades may be appropriate.

### **Out of Class Assignments**

Off-campus assignments and fieldwork may pose similar problems of access to resources. Instructors should consider such accommodations as advance notice to students who rely on special transportation, the extension of deadlines, alternative assignments, and the use of "Incompletes."

## **Teaching Students with Hearing Disabilities**

Students who are deaf or hard of hearing may use a wide range of services depending on the language or communication system they use.

Some people who are deaf consider themselves members of a distinct linguistic and cultural group. However, many students with hearing impairments do not consider themselves part of a separate identity group, and work towards assimilation. Often, people who are hearing impaired have been deaf for a long time. Some may live in a community or extended family that includes numerous other individuals who are hearing impaired. They may use American Sign Language as their first language. Therefore, members of this cultural group are bilingual, and English is their second language. As with any cultural group, people who are deaf have their own values, social norms and traditions. Because of this, faculty should be sensitive and attentive to cross-cultural information in the classroom setting. Some students who are hearing impaired may use American Sign Language interpreters in the classroom setting.

Indications that a student has a hearing loss may include a student's straining to hear, concentrating intensely on the speaker's face, using loud or distorted speech, requesting to repeat or spell words, and consistent failure to respond.

Hard of hearing refers to those individuals who may use speech, reading, and/or hearing aids to enhance oral communication. Hearing aids or amplification systems may include public address systems and transmitter/receiver systems with a clip-on microphone for the instructor. For those who use speech reading, only 30 to 40 percent of spoken English is comprehensible even for those who are highly skilled.

For people who are deaf or hard of hearing that choose to speak, their feedback mechanisms are limited; therefore, vocal control, volume, intonations, and articulation may be affected. These secondary effects are physical and should not be viewed as mental or intellectual weaknesses.

A variety of services are available to students who are hard of hearing. Students may use Signed English, American Sign Language, Cued Speech, or oral transliterators

in the classroom -- visual systems that enhance the reception and expression of spoken English.

### **Accommodations to Remember**

The following accommodations will assist many students who have hearing disabilities.

- Students who are deaf or hard of hearing will benefit from front-row seating. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on speech reading and visual cues. If an interpreter is used, the student's view should include the interpreter and professor. If the speaker is in a shadow or standing by a window with movement outside of it, the person who is speech reading may have difficulty seeing or attending to the speaker's mouth.
- Instructors should keep their faces within view of the student and they should speak in natural tones.
- When an interpreter is being used by a student with a hearing impairment, an instructor should speak directly to and maintain eye contact with the student, not the interpreter.
- Recognize the processing time the interpreter takes to translate a message from its original language into another language (whether English to American Sign Language or vice versa).

This processing time may cause a short delay in the student's receiving information, asking questions, and/or offering comments. During translation lag times, the instructor should maintain a comfortable eye contact and postural regard with the student.

- Repeat questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- If requested, assist the student with identifying a note taker.
- When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audiovisual materials.

- Do not hesitate to communicate with the student in writing when conveying important information (e.g., assignments, scheduling, deadlines).
- Do not obstruct the student's view of the interpreter by walking between them.
- If the speaker has a beard or mustache that covers part or all of the lips, remember that a student who speech reads will have a hard time following a lecture or class discussion.
- Use audiovisual equipment that provides good audio clarity.
- Try to reduce the amount of ambient noise in the environment, such as fans or background noise.

## **Teaching Students with Emotional/Social Disabilities**

Students with emotional and social disabilities present some of the most difficult challenges to an instructor. Like some disabilities, these impairments may be hidden or latent, with little or no effect on learning. Unlike students with other kinds of disabilities, emotional disabilities may manifest themselves in behavior ranging from indifference to disruptiveness. Such conduct may make it difficult to remember that students with emotional and social impairments have little control over their disabilities.

One of the most common psychological impairments among students is depression. The condition may be temporary-- a response to inordinate pressures at school, on the job, at home, or in one's social life. Depression may be manifested as a pathological sense of hopelessness or helplessness which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping, or other living patterns.

Anxiety also is prevalent among students and may be the reaction to stress. A student need not be psychologically impaired to experience anxiety. Mild anxiety, in fact, may promote learning and improve functioning. Severe anxiety, however, may reduce concentration, distort perception, and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking, crying, or extreme

fear, sometimes to the point of panic. Bodily symptoms might include episodes of light-headedness or hyperventilation.

Students are susceptible to a myriad of other social and emotional disorders, including expressing inappropriate classroom behavior or inadequate performance on assignments. Some troubled students who are undergoing treatment take prescription medication to help control disturbing feelings, ideas, and behaviors. This medication might cause undesirable side effects, such as drowsiness or disorientation.

In dealing with psychological conditions that impair the functioning of a student, follow the principles outlined for working with students with any disabilities in the Overview section (page 23) of this handbook. If the behavior begins to affect others, your course, or your instructions, consider the suggestions below:

- Discuss inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct. It may be appropriate to have a witness to your conversation.
- In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only discuss the student's behavior in the course.
- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the Counseling Center, the Student Health Care Center, Dean of Students Office, or the Disability Resource Center.
- If abusive or threatening behavior occurs, refer the matter to the DRC.

## **Teaching Students with Other Disabilities**

Many other conditions may interfere with a student's academic functioning. Some of their symptoms, like limited mobility or impaired vision, and the types of intervention required may resemble those covered elsewhere in this handbook. The general principles set forth in the Overview section apply, particularly the need to identify the disability and to discuss with the student both its manifestations and the required accommodations. Below are brief descriptions of some of the more prevalent disabilities among students, as well as recommended accommodations.

## **Speech Impairments**

Speech impairments range from problems with articulation or voice strength, to complete loss of voice. They include difficulties in loudness, vocal quality (such as hoarseness) rate of speech (too fast or too slow); fluency problem (as in stuttering); and difficulty in production/pronunciation of certain speech sounds.

Some students may use alternative augmentative communication devices to “talk” Others students may be receiving speech therapy. Speech problems can be aggravated by the anxiety of having to respond to questions or participating in small group discussions.

## **Teaching Strategies**

When interacting with a student who has a speech impairment, instructors should consider using the following accommodations:

- Give students the opportunity, but do not compel them to speak in class.
- Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement. While waiting for a student to find a word or to complete an expression, maintain comfortable eye contact and posture with the student.
- Address students naturally and in a regular speaking voice. Don't assume that they cannot hear or comprehend.
- Consider course modifications, such as one-to-one presentations or the use of a computer with a voice synthesizer.

## **HIV/AIDS**

HIV/AIDS is caused by a virus that destroys the body's immune system. This condition leaves the person vulnerable to infections and cancers that can be avoided when the immune system is working normally. The virus is transmitted primarily through sexual contact or needle sharing with intravenous drug users. It is not transmitted through casual contact.

Although manifestations of HIV/AIDS are varied, depending on the particular infections or diseases the individual develops, extreme fatigue is a common symptom. Because of the different manifestations, classroom adaptations will likewise vary.

Students with HIV/AIDS may be afraid to reveal their condition because of the social stigma, fear, and/or misunderstanding surrounding this illness. It is therefore mandatory that confidentiality be maintained. In addition, if the issue should arise in class it is important for faculty to deal openly and non-judgmentally with it, and to foster an atmosphere of understanding.

## **Cancer**

Because cancer can occur in almost any organ system of the body, the systems and particular disabling effects will vary greatly from one person to another. Some people experience visual problems, lack of balance and coordination, joint pains, backaches, headaches, abdominal pains, drowsiness, lethargy, difficulty in breathing and swallowing, weakness, bleeding, or anemia.

The primary treatments for cancer (i.e., radiation therapy, chemotherapy, surgery) may engender additional effects. Radiation therapy can cause violent nausea, drowsiness and fatigue, thus affecting academic functioning or attendance. Surgery can result in amputation, paralysis, sensory deficits, and language and memory problems.

For general accommodations, refer to the Overview section. For particular impairments, see the applicable sections on specific disabilities.

## **Traumatic Brain Injury**

Students with traumatic brain injuries are becoming increasingly more prevalent. These students often exhibit one or more of the following symptoms: short-term memory problems, serious attention and concentration deficits, communication, sensory dysfunction, cognitive deficits, behavior problems, problems of judgment and organization, anxiety attacks, and difficulties with mobility.

For general classroom considerations, refer to the Overview section and the sections on learning disabilities and/or seizure disorders.

## **Respiratory Problems**

Many students have chronic breathing problems, the most common of which are bronchial asthma and emphysema. Respiratory problems are characterized by attacks of shortness of breath and difficulty in breathing, sometimes triggered by, either physical or mental stress. Fatigue and difficulty climbing stairs also may be major problems, depending on the severity of the attacks. Frequent absence from class may occur, and hospitalization may be required when prescribed medications fail to relieve the symptoms.

For appropriate classroom accommodations, refer to the section on physical disabilities and the Overview section.

## **Seizure Disorders**

There are two types of seizures: generalized and partial. Generalized seizures cause a loss of consciousness; the whole body is affected when the electrical discharge crosses the entire brain. Tonic-clonic seizures (once known as grand mal) and absence seizures (pronounced ab-SAHNZ) are generalized seizures. A student who has a tonic-clonic seizure falls, loses consciousness, and has a convulsion, which is a sudden involuntary contraction of a group of muscles. During an absence seizure, the person also loses consciousness, but only for a brief period lasting from a few seconds to a half minute or so. The student, teachers, and peers might not realize a seizure has taken place. Absence seizures can occur up to 140 times a day and severely affect learning.

## **Sickle Cell Anemia**

Sickle cell anemia is a hereditary disease that reduces blood supply to vital organs and reduces oxygen supply to the blood cells. These conditions make adequate classroom ventilation an important concern.

Because many vital organs are affected by Sickle Cell Anemia, the student also may suffer from eye disease, heart conditions, lung problems, and acute abdominal pain.

At times, limbs or joints may be affected. The disease is characterized by crisis periods with extreme pain, which may necessitate hospitalization and/or absence from class. Completing academic assignments during these periods may not be possible.

For appropriate classroom accommodations, refer to sections on visual and hand-function impairments, as well as the Overview.

### **Substance Abuse**

Substance abuse is a condition of physiological and/or psychological dependence on any of a variety of chemicals, such as illegal drugs, some prescription drugs, or alcohol. Individuals who are recovering from drug or alcohol abuse, or, who are in treatment programs to assist their recovery, are covered by federal antidiscrimination legislation and are eligible for college services for students with disabilities.

These students may experience psychological problems, such as depression, anxiety, or very low self-esteem during their treatment and rehabilitation. They may exhibit poor behavioral control and, if they are using medication as part of their treatment, they may experience undesirable side effects.

Refer students who are showing symptoms of substance abuse to the Student Health Care Center, or to the Counseling Center (Peabody Hall). Refer to the Overview and the section on psychological impairments for additional classroom considerations.

### **Pervasive Developmental Disorder**

Autism and its related disabilities under the Pervasive Developmental Disorder (PDD) classification are neurobiological-based developmental disabilities that are characterized by difficulties in communicating effectively (e.g., asking for help or clarification), developing social relationships, and interacting with others appropriately. The significance of impact varies widely, but an estimated 20% - 25% of individuals who have been diagnosed with this disability have the ability to perform academic functions at or beyond the level of other university students. People with PDD, specifically Autism and Asperger's Syndrome, often have difficulty in processing abstract language and can benefit from visual accommodations (such as an advanced copy of overheads, or

specific written directions about assignments) that support auditory information provided during a lecture.

The preceding list are only a few of the conditions listed in the category of Other Disabilities. Other conditions that require an administrative or academic adjustment (e.g., class schedules, parking, and course adjustments) and do not fit into any of the above categories also may qualify the student for disability services.

## **Rehabilitation Act of 1973**

### **Section 504.**

#### **Federal Register**

**Vol. 45, No. 92,**

**pp. 30937-30944**

Section 504 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. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a person with a disability. After admission, UF 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 relating to students with disabilities are to be referred to the Disability Resource Center, Reid Hall, 392-8565, 711 (FRS).

Section 504 is too lengthy a document to include in this publication. If you wish a complete copy of the legislation, please go to Department of Justice (Office for Civil Rights) publication on disability related legislation at <http://www.usdoj.gov/crt/ada/cguide.htm#anchor65610>.

## **The 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 every person who either has, used to have, or is treated as having a physical or mental disability which substantially limits one or more major life activities. Individuals who have serious contagious and non-contagious diseases (e.g., HIV/AIDS, cancer, epilepsy, tuberculosis) also are covered under the auspices of ADA.

### **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**

Telecommunication relay services for hearing and speech impaired persons must be provided.

### **WEB Access**

Materials presented on the Web must comply with University of Florida Web accessible WEB design criteria specified on the Web Administrator's web page at: [www.webadmin.ufl.edu](http://www.webadmin.ufl.edu).

## **Questions**

All questions relating to issues of disability related to faculty should be referred to the ADA Office, 916 Newell Drive, 392-1591, 711 (TTY/FRS). All issues that are student related should be referred to Disability Resources.

### **ADA Related Matters**

ADA Compliance Office  
916 Newell Drive  
392-1591  
711 (TTY/FRS)  
392-3647 (Fax)  
[www.ada.ufl.edu](http://www.ada.ufl.edu)

### **504 Related Matters**

Director Disability Resource Center  
Reid Hall  
392-8565  
711 (TTY/FRS)

### **WEB Access Issues**

Web administrator  
392-3753  
392-4525 (Fax)  
711 (TTY/FRS)  
[webadmin@aa.ufl.edu](mailto:webadmin@aa.ufl.edu)  
[www.webadmin.ufl.edu](http://www.webadmin.ufl.edu)

# General Counsel's Statement

Office of the Vice President and General Counsel

123 Tigert Hall  
PO Box 113125  
Gainesville, FL 32611  
(352) 392-1358  
Fax (352) 392-4387

## **Memorandum**

To: UF Faculty and Staff

From: Jamie Lewis Keith, Vice President and General Counsel RE: Federal  
Obligations to Accommodate Students with Disabilities

The University has an obligation to accommodate students with known disabilities under the Americans with Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504"). One of the intended purposes of these federal laws is to secure for individuals with disabilities even-handed treatment and the equal opportunity to participate in and benefit from University programs. To achieve this result, federal law requires that reasonable accommodations be made to students who are qualified individuals with disabilities, within the meaning of Section 504 and the ADA. Our state law obligations are consistent with this federal mandate.

It is impermissible for the University to exclude any individual from participation in a program or to deny them the benefits of that program solely because of a disability. Students should make disabilities requiring accommodation known through the established University procedures as implemented by the Dean of Students Office located in 205 Peabody Hall (392-1261). Notably, it is not a requirement that the University make fundamental modifications in program requirements, or provide services of a personal nature, which will result in undue financial hardship or a lowering of program standards.

Upon receipt of an accommodation memorandum issued from the Dean of Students Office, any faculty member with a concern or question about the accommodations listed should immediately contact the Assistant Dean responsible for the accommodation memorandum. Coordination is essential to ensure that faculty deliver reasonable accommodations so that the University of Florida can continue its excellent of compliance with state and federal obligations and its own well-established internal policies.

If you have questions about this matter, please contact the Office of the Vice President and General Counsel directly at 392-1358.

*The Foundation for The Gator Nation*

An Equal Opportunity Institution

## State Guidelines

Florida Department of Education Rule

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, for entry into the upper division, or for graduation for any eligible student with a disability. Appropriate documentation must be provided to indicate that the student's failure to meet the requirement is related to the disability. Additionally, the university must determine that such failure to meet the requirement does not constitute a fundamental alteration in the nature of the academic program. For purposes of this regulation, the following constitute a recognized disability:
- a. Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), 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.
  - b. Blind or Low Vision. Disabilities in the structure and function of the eyes as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision 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.

- c. **Specific Learning Disability.** A disability in one or more psychological or neurological processes involved in understanding or using spoken or written language. Learning disabilities may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disabilities do not include learning problems that are due primarily to visual, hearing, or motor disabilities, to intellectual disabilities, to psychiatric or emotional disabilities or to an environmental deprivation.
- d. **Orthopedic Disability.** A disability of the musculoskeletal system, connective tissue, or neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury or spinal cord injury, arthritis or rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disabilities pertaining to muscles or nerves, usually as a result of disease or birth defect, including but not limited to, muscular dystrophy and congenital disorders.
- e. **Speech/Language Disabilities.** Disabilities of language, articulation, fluency, or voice that interfere with communication in academic settings, employment preparation/training or social interaction on campus. Examples include, but are not limited to, cleft lip or palate with speech disabilities, stammering, stuttering, laryngectomy, and aphasia.
- f. **Psychological, Emotional, or Behavioral Disabilities.** Any mental or psychological disability including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.
- g. **Autism Spectrum Disorder.** Disabilities characterized by an uneven development profile and a pattern of qualitative impairments in social

interaction, communication difficulties, and the presence of restricted repetitive or stereotyped patterns of behavior, interests, and activities. These characteristics may manifest in a variety of combinations and range from mild to server.

- h. Traumatic Brain Injury. An injury to the brain, not a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment or cognitive ability or physical ability and functioning.
- i. Other Health Disabilities. Any disability not identified in this subsection, except documented intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142; military/Veterans Administration records; Board of Governors regulations; or statewide articulation documents. Standards for documentation required for specific learning disabilities shall include a minimum intelligence, achievement, and processing assessment using adult-normed instruments with information about functional limitations. Each university shall provide the student the opportunity to present evidence of a qualifying disability.

- (3) Each university shall develop and implement policies and procedures for providing reasonable substitution or modification for eligible students as required by this regulation. The policies and procedures shall include at least the following:
- a. A mechanism for informing students of the process for requesting a substitution or modification;

- b. A mechanism for identifying reasonable substitutions or modifications for criteria for admission to the institution, admission to a program of study, entry into the upper division, or graduation;
  - c. A mechanism for making the designated substitution or modification known to affected persons;
  - d. A mechanism for making substitution or modification decision on an individual basis; and
  - e. A mechanism for a student to appeal a denial of the substitution, modification, or a determination of eligibility.
- (4) The policies shall provide for articulation with other state postsecondary institutions, which shall include, at a minimum, acceptance of all reasonable substitutions previously granted by a state postsecondary institution.
- (5) Each university shall maintain records on the substitutions or modifications provided per this regulation, the substitutions identified as available for each documented disability, the number of students granted substitutions by type of disability, and substitutions provided and the number of requests for substitutions that were denied.

Authority: Section 7(d), Art. IX Fla. Const., History-New 4-20-87, Amended 9-15-91.  
Amended and renumbered as 6.018 1-29-09. Amended 9-16-10.

**Ch. §1000-1013 K-20 Educational Code**

**§1007.02(2) Access to postsecondary education and meaningful careers for students with disabilities; popular name; definition**

§1007.02(2) For the purposes of this act, the term "student with a disability" means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment;

§1007.02(2) a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain

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

**§1007.264 Impaired and learning disabled persons; admission to postsecondary education institutions; substitute requirements; rules.**

§1007.264 Any student with a disability, as defined in §1007.02(2), except those students who have been documented as having mental retardation shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. The State Board of Education shall adopt rules to implement this section and shall develop substitute requirements where appropriate.

**§1007.265 Impaired and learning disabled persons; graduation, study program admission, and upper-division entry; substitute requirements; rules.**

§1007.265 Any student with a disability as defined in §1007.02(2), in a public postsecondary educational institution, except those students who have been documented as having mental retardation, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper-division where documentation can be provided that the person's failure to meet the requirements is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education shall adopt rules to implement this section and shall develop substitute requirements where appropriate.

**§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.

## **Important University of Florida Policies and Procedures**

Access to programs and services is guaranteed to all students and staff with disabilities. Since access to UF's computing labs is included within that coverage, students and staff with disabilities must have equal access to labs and equipment.

### **Computing Access Policy**

When a student or employee with a documented disability requires adaptive software or hardware in any UF computer lab or administrative unit, staff in computer labs and other administrative units will forward a request to the Director of the Assistive Technology Lab. The Dean of Students Office and the Assistive Technology Lab Director will purchase and install the software and/or hardware within 5 school days of receipt of the request. Employees with a disability seeking reasonable accommodations to enable them to perform the essential functions of their job should promptly notify their supervisor and the UF ADA Coordinator. The intent of this demand-oriented policy is to ensure that up-to-date resources are acquired and placed where and when they are needed for disabled UF employees and students. The policy is further intended to assure

that UF's limited resources are used in the most effective way to meet specific needs. For more information about the Disabled Access Computing Policy please go to <http://www.it.ufl.edu/policies/disabled.html>.

### **Program Access and Facility Access**

The University of Florida is a covered entity under the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act. As a covered entity under both pieces of legislation, UF is obligated to provide access to all programs and services sponsored by the University of Florida.

One of the goals of UF, through the ADA Self-Evaluation, is to provide full-access to all facilities within UF.

The guidelines for facility compliance are as follows: Facilities older than June 3, 1977 are not required under Section 504 or ADA to be renovated if the facilities are not accessible. However, whether the facility is accessible or not, UF must ensure that all the programs and services within all of our facilities are accessible. To achieve that requirement UF will move programs and services when access to those programs and services cannot be achieved by any other method.

As stated earlier, the University goal is to work towards total facility access, but that goal will take some time. In just the past 22 years, many 504 and ADA corrections have been made to our facility inventory and it is expected that more improvements will be made in the future. During the past 22 years, four completely inaccessible facilities (Peabody Hall, Griffin-Floyd Hall, Anderson Hall and Flint Hall) have been completely renovated with access a priority. Major changes have been made at all the UF sporting complexes, and changes continue to be made within the sporting facilities to ensure full access to all people.

Over the years, many renovations have been made to the existing facility inventory and UF will continue to upgrade its existing facilities to ensure equal access. In the meantime, for those areas that are not accessible, UF will continue to achieve total compliance by moving the program and or service to an accessible area when an issue of access is raised in those areas with access problems.

When an issue of access is raised with classrooms, students or faculty with access concerns are advised to contact the Disability Resource Center in order to have the class moved to an area that is accessible. For all other access issues, staff, students, faculty, and campus visitors are asked to contact the ADA Office to ensure that issue is addressed.

### **Substitution Procedures**

Within the guidelines set forth in State Statutes 1007.264 and 1007.265 students with disabilities can request substitutions to the admission, transfer, promotion, and graduation requirements. (For a full description of the statutes please refer to page 72.) Students interested in more information should contact the ADA Office or the Disability Resource Center.

### **Student Complaint Procedures**

Complaints based on disability can be filed under 2 separate laws; the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act. Section 504 complaints are to be filed with the Director of Disability Resource Center. All ADA complaints are to be filed with the Director of the ADA Compliance Office.

There is no requirement under ADA or Section 504 that complaints be filed locally. However, the ADA Office at the University believes that we can provide quick and equitable resolution to complaints. We encourage students to file their complaints locally, and if they believe their issue has not been dealt with appropriately they still can file an off campus complaint with the Department of Justice, Office for Civil Rights. The UF staff responsible for the complaint process tries to resolve the complaints within five class days and, in most cases, accomplish that goal.

Students interested in more information should contact the ADA Office or the Disability Resource Center.

### **On-Line Course Access**

Faculty teaching on-line courses and providing classes via distance learning are responsible for providing access to their UF courses just as they are with the traditional classroom based course work. For assistance with providing access, contact the Disability Resource Center for more information. Access to on-line and distance education courses are to be fully accessible prior to posting on the web or any other medium. It is advisable that the following statement be included on all syllabi for on-line and distance education courses: "If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565, (711 TTY/FRS)."

### **Course Attendance Policy**

The DRC recognizes that students may miss class due to their disability. If a student has a condition that affects his/her attendance, an accommodation can be made so that the student may make up missed work. Students who receive this accommodation are expected to contact their instructor on the day of the absence to make arrangements to make up any missed assignments. It is essential that students maintain communication with their instructors. Students are expected to make up work within seven days, or another mutually agreed upon period of time between the student and the instructor. Students with disabilities are responsible to complete all course requirements.

Students that experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. The Dean of Students Office will issue notification letters to a student's faculty members if the situation will result in the student being absent for three or more days. Such letters are not excuse letters, as these absences have not been verified, but instead are courtesy letters for students that have reported an emergency and are unable to contact faculty members prior to their

departure. Students are required to provide faculty members with appropriate documentation to support their absence.

Students who are absent from classes or examinations because of illness should contact their professors. The Student Health Care Center will only write excuse notes for illnesses or injuries that have resulted, or will result, in absence of three or more days of class. Any shorter term absences will not receive notes. If an instructor requires a note for absence of fewer than three days, one can be written upon the written request of the instructor. This request must be on official UF letterhead.

If a student misses an extreme number of classes for a catastrophic event or illness, the student may be advised to drop the course. Students may petition for extra drops due to their disability. In order to request extra drops based on disability related issues contact the DRC for more information.

Some students have disabilities that require an accommodation for a note taker. A note taker is not a substitute for attending class. Students with note takers are expected to attend class regularly and to attempt to take notes to the best of their ability. Students who use note takers and repeatedly miss class for an unjustified reason will forfeit their accommodation for a note taker.

### **Student Accommodation Agreement**

Prior to communicating accommodation needs to faculty, each student will complete the following steps:

- Register with the Disability Resource Center (DRC). This can be done by meeting with a DRC staff member or DRC director. At that time, the student must provide appropriate documentation that has been signed by a professional with proper credentials (i.e., Psychologist, Psychiatrist, Physician, Audiologist, etc.).
- With the assistance of a DRC staff member or DRC director, each student will identify those classroom accommodations that are reasonable and appropriate, based on the individual and his/her disability.
- Once the accommodations have been identified, a memorandum to the faculty members, listing each classroom accommodation, will be generated.

- The student is then responsible for picking up the accommodation letter, generated by the Disability Resource Center, and personally delivering it to each faculty member during his or her office hours.
- If a student finds that his/her accommodations are inadequate or that they are not being administered, it is suggested that s/he meet with a DRC staff member or DRC director as soon as possible in order to review the accommodations.
- After registering with the Disability Resource Center, the student is responsible for requesting his/her accommodation letters at the beginning of each semester. The letters must then be personally delivered to each faculty member during his or her office hours. Accommodation letters are valid only for the semester for which they are generated.
- If testing accommodations are needed, it is the responsibility of the student to meet with the Testing Coordinator(s) to complete the required paperwork.

Students will not be eligible for services if they do not provide documentation of a diagnosed disability, do not have a diagnosed disability, or do not follow the Disability Resource Center policies and procedures. Students who register with the Disability Resource Center may have disability-related information shared with appropriate UF personnel (i.e., Student Financial Services, Dean of Students Office, Academic Advising, University Registrar, Counseling Center, or appropriate faculty) to facilitate accommodations. Disability documentation is otherwise confidential.

None of the approved accommodations are intended to alter the fundamental elements of the academic curriculum or program of study.

### **Reduced Course Load while Maintaining Full-time Status Policy**

The University has a long-standing policy to allow students who are on reduced course loads, due to disability related reasons, to request full-time status (i.e., below the recognized full-time load of 12 credits, and in some instances more, depending upon the college or department). By allowing a student an opportunity to be recognized as full-time with fewer than 12 credits gives that student an opportunity to qualify for the

College Dean's List, and the President's Honor Roll, remain on their parents' health insurance, purchase athletic sporting event tickets, and take part in all other activities and programs only available to full-time students.

To be recognized as full-time with fewer than 12 credits a student must make a formal request to the Disability Resource Center to determine whether full-time status will be granted. Once the student is determined to qualify, letters verifying their status then can be written on their behalf when the need arises.

### **Priority Registration Procedure**

Students may request an accommodation for priority registration. Examples of conditions for which this accommodation would be appropriate would include: disabilities that affect the student's endurance or the need for a medication that results in a side-effect which effects academic performance. Students who believe they have a need for priority registration should contact the Disability Resource Center. If priority registration is granted the student will receive the first available registration appointment (for each semester registration priority is approved). Priority registration is not a guarantee that the student will get all classes s/he registers for.

### **Interpreting Costs**

Sign Language interpreter costs for all degree related course work on the University of Florida campus are to be coordinated by the Disability Resource Center. The costs for those services will be covered by the DRC. All non-classroom related or non-degree related activities (out-of-class activities) shall be at the expense of the UF entity sponsoring the event. Interpreting costs for all student government related activities shall be arranged for and funded by student government.

When a department has a program, no matter if that program is for the department or campus wide, the department is responsible for arranging and funding the interpreting services.

## **Commencement**

Interpreting services for the main University commencement(s) are arranged by and funded by the President's Office. All other commencement services are to be arranged by and funded by the college or department holding the commencement ceremony.

For Gator Growl and other large venue events, the agency sponsoring the event is responsible to arrange for and to fund the necessary interpreting services.

Students who require accommodations to participate in the commencement ceremony should notify the Disability Resource Center when they register for graduation. The DRC will work with the Chief Marshall and Commencement Coordinator to insure that accommodations for graduates and guests will be in place.

## **72 Hour Event Policy**

To ensure that all students, staff, faculty and visitors with disabilities can attend any program and service hosted by the UF, it is crucial that an accommodation notice be posted with any announcement or advertisement for the program or service. The recommended text for any publication that advertises any program or activity should read "Services for people with disabilities - For individuals with disabilities requiring special accommodations, please contact BLANK within a minimum of BLANK hours of the program or service so that proper consideration may be given to the request." It is recommended that you provide the name of a contact for the person requesting the accommodation. Place the name in section noted with the text, "BLANK." As for the amount of time required, that will depend on the program and how far in advance the notice of the event is given. It is suggested that a minimum of 72 hours be listed as the appropriate notice since it will take at least 72 hours to find an interpreter if the request is for an interpreter. It is strongly encouraged, however, to request 96 hours notice for those events planned well in advance.

If there are any questions, please contact either the ADA Office or the DRC.

## **TTY Policy**

People with hearing and speech impairments use Text Telephone for the Deaf (TTY) to communicate with the hearing population and other persons with disabilities. A TTY is a small device that allows a hearing or speech impaired person to speak with a person who also has a similar device. Prior to ADA the hearing and speech impaired could speak only with a person who had a TTY or who used community agencies that provided relay services. Now, as a result of ADA, all telecommunication companies are required to provide services and access to telephone services. The relay service in Florida -- called the Florida Relay Service -- is a free service that connects both the hearing person and the non-hearing person.

For departments that have students, staff, or faculty with hearing and speech impairments, the ADA Office suggests that you contact those persons and discuss telecommunication access. If they use a TTY machine it is advisable that the department purchase a TTY. If the department does not have persons with impairments, then the department should be aware of the alternative to direct TTY access. The alternative is the Florida Relay Service, linking individuals who are deaf, deaf-blind, hard of hearing and speech impaired to anyone within reach of a telephone at anytime.

Whenever the telephone number for a department is listed, a TTY number or the Relay Service number should be listed as well. Listings are commonly used in letterhead, program bulletins, course guides, university catalogs, recruitment brochures, admissions bulletins, program announcements, applications, and any other documents that include a department telephone number.

For publications, the following statement should be used: For persons with hearing or speech impairments, when contacting an office that does not list a TTY number, use the Florida Relay Service at 1-800-955-8771 or 711 (TTY).

## **Financial Aid**

The Office for Student Financial Affairs (SFA), located in Criser Hall and the Disability Resource Center work together to assist students with disabilities who need financial assistance to attend UF. SFA offers financial aid counseling and coordinates or

administers most student aid programs and a number of privately funded scholarships. Students with disabilities may contact the Disability Resource Center or SFA to discuss financial issues. The SFA office is located in Criser Hall and may be contacted at 392-1275, or 392-1272 (V/TTY).

### **Alternative Access to Printed Materials**

In order to provide better access to printed materials at the University of Florida, offices that produce public access documents and publications, and/or course materials, are required to provide reasonable accommodation to the documents. Prior to ADA, DRC assisted disabled individuals with access to printed materials. As of January 26, 1993, all campus units are responsible for providing access to materials under their control. Departments can call upon the ADA Office for assistance.

Providing alternate format documents is fairly easy. Anyone needing printed materials in alternate format may make a request. The format provided should be decided upon jointly by the department and the person requesting the document. The ADA Office suggests that every office have at least two options for alternate formatted documents.

The first option should always be large print text, which can be prepared by enlarging the existing document on a photocopier on 11x17 paper to 120-140 percent, or by changing the font size on a computer. The ADA Office suggests this first option because not all visually impaired persons are blind, and not all blind persons use Braille. The second option depends upon an individual's request and includes: Braille, information on computer disk, and audio cassette or reading the information to the person. For documents requested in Braille or audio cassette, contact DRC for assistance. A nominal production charge is billed to the department requesting Braille and audio version documents. Contact the DRC at (352) 392-8565 or 711 (TTY/FRS) for more information on producing Braille and audio documents.

The ADA Office suggests that departments produce alternate format documents only after a request has been made by a student, staff member, or faculty. A plan to provide access should be in place, so that the person requesting the document can

receive it within a reasonable time period. If the document is free, there cannot be any charge for the publication or the service rendered.

All publications generated at UF (including course materials) should include a statement on the front of the publication that informs the reader that the publication is available in alternate format. The statement should read as follows: "Upon request, for individuals with documented print related disabilities, this publication is available in alternate format. Contact BLANK for more information."

## Library Services

The University of Florida's libraries provide a number of services to ensure access to library collections and services for individuals with disabilities. To take advantage of these services, please register at the Circulation Desk at Library West, the Health Science Center Library, or the Legal Information Center. It is library policy to respond to requests for assistance and to provide equipment needed in a timely manner. **If you cannot find what you need, or would like to request other accommodations, please ask at any service desk at any library.**

- Short Term Loans of Normally Non-Circulating Materials: It is possible to arrange for a special short-term loan to use non-circulating materials (such as reference materials and unbound periodical issues) in order to read them using adaptive equipment at the Disability Resource Center, 001 Reid Hall.
- Proxy Borrower Authorization: Apply at Library West for a Proxy Borrower privilege. This authorizes another individual to serve as a proxy and check out library material on behalf of a user with disabilities.
- Materials Retrieval: Registered users with disabilities may request that a specific item be retrieved by phoning the appropriate circulation desk.
  - Generally, available items will be retrieved within two hours and held for pickup by the user or his/her proxy at the relevant circulation desk.
  - More time may be required for retrieval during evening and weekends because fewer staff members are available.
  - Please call before coming to the library to verify that the item is available.

- Copying and Printing: Library photocopiers are self-service and use a copy card (purchased from a vending machine in a library) to make copies. Staff will make copies if materials are brought to the circulation desk with a copy card that has sufficient value to make the copies. Copies will be made as soon as possible, depending on staff availability, and generally will require no more than two hours for 20 pages or fewer. While care will be taken to make good copies, the library will not accept responsibility for any bad copies. The library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States copyright law.
- Adaptive computing:
  - All campus libraries have computers accessible to persons in wheelchairs.
  - Fonts may be enlarged on library workstations by clicking "TEXT SIZE" then "INCREASE" under VIEW on the toolbar.
  - Microsoft Language Bar & Accessibility Tools are available on all computers
  - In addition, Library West group studies 335 and 336 have several specialized programs, including ZoomText, Dragon NaturallySpeaking, and Premier Assistive Technology's Accessibility Suite. (For a full software and hardware listing, see <http://www.uflib.ufl.edu/hss/infocommons/accessibility.html>) These rooms can be reserved through the Research Assistance Desk on the third floor of
- Library instruction: Please remember to inform the library if accommodations are needed when your classes come for instruction or other library programs. Students are also encouraged to make their own requests.

#### Libraries Contact Information

##### General Assistance:

- Smathers Libraries: 352 273-2525
- Health Science Center Library: 352 273-8400
- Lawton Chiles Legal Information Center: 352 273-0700

- Library reference assistance: Ask a Librarian service (Library Webpage)
- Library West Research Assistance Desk: 352 273-2665
- TDD 1-800-955-8771 or dial 711 and ask for any library phone number listed at:  
<http://www.uflib.ufl.edu/allphon.html>

## **Florida Relay Service**

Individuals with hearing impairments, when calling a department at UF, should use the Florida Relay Service (FRS) if the department does not list a TTY number.

### **Things to Remember**

- To make a call through the FRS, one party needs a TTY, while the other can use a regular telephone.
- Calls to the FRS are answered by a communication assistant at the FRS Center in Miami. The assistant will serve as liaison between the caller and the individual being called. Each spoken word is typed into the TTY by the communications assistant. The TTY 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.
- 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 FRS.
- Hearing persons can reach individuals who are deaf, deaf-blind, hard of hearing, and speech impaired by using the service.
- FRS should not handle TTY-to-TTY calls. Direct TTY calls should be made without FRS assistance.

For information on how to obtain a TTY, and other assistance, call 1-800-222-2346 to make an FRS call, simply dial 711 or 1-800-955-8771 (TTY) 1-800-955-8770 (V)

## Telephone Index

The following offices are available to students and employees. Do not hesitate to contact any of these offices with questions about disability related issues. If an appropriate office has not been listed, contact the Disability Resource Center for referral to the correct office.

<b>Office</b>	<b>Location</b>	<b>Phone</b>
Academic Advising	Academic Advising Center	392-1521
ADA Office	EHS 916 Newell Drive	392-1591 711 (TTY/FRS)
Institutional Equity and Diversity	903 W. Univ Ave.	392-2477 711 (TTY/FRS)
Center for Autism and Related Disabilities	JHMHC	273-0581
Center for Independent Living	222 SW 36 <sup>th</sup> Terrace	378-7474 375-8448 (TTY)
Committee on Persons with Disabilities	EHS 916 Newell Drive	392-1591 711 (TTY/FRS)
Counseling and Wellness Center	3190 Radio Road	392-1575 711 (TTY/FRS)
Dean of Students Office	P202 Peabody	392-1261 1-800-955-8771 or 711 (TTY/FRS)
Division of Housing	Housing Office	392-2161 711 (TTY/FRS)
Florida Relay Service		1-800-955-8771, or 711 (TTY)
Florida Outreach Project for Children who are Deaf-Blind		273-7530
Gator Lift		494-2305
Library Assistance	Access Service Department	392-0345
Office of Academic Technology (OAT)	HUB	392-0371
Ombudsman's Office	31 Tigert Hall	392-1308
Reading and Writing Center	SW Broward Hall	392-6420
Student Health Care Center	Infirmary	392-1161
Student Mental Health Center	Infirmary	392-8452
Teaching Center	SW Broward Hall	392-2010
University Police Department	51 Museum Road	392-1111

For other useful numbers and information, consult the University of Florida Student Guide, which offers a number of campus programs, offices, and resources for the university community. The Student Guide is available from the Dean of Students Office P202 Peabody Hall, 392-8565, or 711 (TTY/FRS).

For individuals with hearing or speech impairments, when trying to contact an office that does not list a TTY number, use the Florida Relay Service (FRS). Refer to page 85 for detailed information on the FRS.

## Quick Reference Chart

<b>Area of Interest</b>	<b>Telephone Number</b>	<b>Contact Information</b>
Academic advising	Varies (392-1521)	Academic Advising Center
Drop/Add	Various Colleges	
Registration Priority	392-8565	DRC at Reid Hall
Reduced Course Load	392-8565	DRC at Reid Hall
Building Access Issues	392-1591	ADA Office 916 Newell Drive
Computing Assistance	Varies (392-8565)	DRC at Reid Hall
Interpreting Services	392-8565 or 711 (FRS)	DRC at Reid Hall
Conflict Resolution	Varies ADA: 392-1591 DRC: 392-8565	ADA Office EHS 916 Newell Drive DRC Reid Hall
Personal Counseling	392-1575	Counseling & Wellness Center 3190 Radio Road
Question on Issue of Rights	392-1308	Ombudsman 31 Tigert Hall
Question about off-campus access	378-7474	Center for Independent Living
Transportation/off campus	334-2600	Regional Transit System
Transportation On-campus	494-2305	Gator Lift
Disabled Parking Decals	392-8048	Parking Services
ADA Complaints	392-1591	ADA Office EHS 916 Newell Drive
Harassment	392-1075	Equity/Diversity Office, 903 W. Univ Ave.
Writing Difficulties	392-6420	Teaching Center at Broward Hall
Health Care Issues	392-1161	Infirmery
Mental Health Issues	392-1171	Infirmery
Accommodation Request (Student)	392-8565 711 (TTY/FRS)	Disability Resource Center Reid Hall
Accommodation Request (Employee)	392-1591 711 (TTY/FRS)	ADA Office EHS 916 Newell Drive
Accommodation Request (Questions/forms)	392-1591 711 (TTY/FRS)	ADA Office EHS 916 Newell Drive
Accommodation Complaints (all)	392-1591 711 (TTY/FRS)	ADA Office EHS 916 Newell Drive
Reading Difficulties	392-6420	SW Broward Hall
Drug or Alcohol Issues	392-1161 ext. 4281	Student Health Care Center Infirmery

## **Information Sessions**

Each year the ADA Compliance Office and Disability Resource Center (DRC) coordinate information sessions for faculty and staff interested in learning more about the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973 (Section 504), and working with students with disabilities.

Over the past 19 years, prior to starting the sessions, an informal polling of those in attendance revealed that approximately 40 percent had heard about the Rehabilitation Act of 1973 and 80 percent had heard about the ADA. In a more formal process, it was reported in an article titled Faculty Knowledge of Disability Laws in Higher Education: A Survey in the Rehabilitation Counseling Bulletin (March 1997, Vol. 40, No. 3) that approximately 50 percent of staff surveyed knew about the ADA, while only 18 percent were familiar with Section 504 of the Rehabilitation Act of 1973. The numbers are somewhat lower than those at UF but the information reported in the article reaffirms the need for more education on ADA and Section 504.

In the same survey, faculty and staff were also asked to indicate their preference for receiving training materials about teaching students with disabilities. The results indicated that 53 percent preferred a resource guide, 30 percent preferred newsletters, 6 percent preferred videotape, 3 percent preferred a workshop, 2 percent preferred the Internet, and 6 percent gave no preference.

This Guide and the information sessions are used jointly to reach everyone on campus. If interested in scheduling an ADA information session for an individual, or department, contact the ADA Office at 392-1591, or 711 (TTY). For copies of this Guide contact the ADA Office.

### **To Schedule an Information Session for Department or Employee**

To schedule an ADA information session contact the ADA Office at 392-1591, 711 (TTY/FRS). Sessions are individualized according to the needs of the department, college, or office.

# Emergency Evacuation Plan

At some time or other 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 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.

An evacuation procedure has been developed to:

- Provide information and options to people with disabilities about what to do in the event of an emergency while at the University of Florida.
- Provide information to the entire campus on how to assist people with disabilities in the event of an emergency.
- 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 out all areas 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.

## What to do in an emergency

- Once you have a plan, practice that plan. If you would like someone to assist with developing an emergency assistance plan, contact the ADA Office at 392-1591, or 711 (TTY/FRS).

- Write down the emergency numbers and contacts from this pamphlet and keep them with you.
- Employees should discuss emergency concerns with their supervisor. Students should discuss concerns with the DRC. 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.
- Call campus police (392-1111) and emergency services (9-911). Report your name, location (room number, or other area and building name). If you are going to an emergency exit, give the location of that exit (floor, compass location, e.g. NW tower, 3rd fl). Report your situation — what type of assistance you may require (e.g., wheelchair user, breathing difficulties, blindness). Dial: 9-911 (Remember to dial "9" first if using an on-campus phone to obtain an outside line.)
- Ask co-workers/friends as they leave the building to inform the emergency team on site of your location, your name, and situation (e.g. wheelchair user, blind). To simplify this part, the ADA Office has developed an emergency assistance request card that can be handed to the co-worker, friend, or faculty, who in turn will give to the emergency team on site. For more information about the card please contact the ADA Office.
- 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.
- Know the location of a telephone in each area you frequent.
- Do you stay in the classroom or office until help arrives?

- Do you go to the nearest fireproof stairway?
- The answers will depend upon the immediate situation and the building in which you are located. That's why it is important to be familiar with all areas you frequent. Have a plan and use it.

When there is no ground floor access, determine how you will exit the building and where you should go.

- After you inform a co-worker/friend of your situation and have made the call to 9-911, go to the nearest emergency exit and wait until assistance comes, or follow your individual emergency plan if it calls for something different.

For more information about how to obtain information, or about developing an individual emergency assistance plan, contact:

**ADA Compliance Office**

916 Newell Drive  
(352) 392-1591  
711 (TTY/FRS)

For more information on services for individuals with disabilities refer to the ADA Office web site: [www.ada.ufl.edu](http://www.ada.ufl.edu)

If you have a question or concern about safety compliance, contact:

**Environmental Health and Safety**

PO Box 112190  
(352) 392-1591

**University Police Department**

PO Box 112150  
(352) 392-1111 (V/TTY)

## **Accommodating Faculty and Staff with Disabilities**

Much of the information with regard to people with disabilities available on college campuses is directed toward students. When the first edition of the Reasonable Accommodations Faculty Guide: Teaching Students with Disabilities was produced, the guide addressed services for the student. In this, the fifth edition of the Guide, information on how faculty and staff with disabilities can be better served is presented. If you have any questions after reading the information in any section of this guide, contact the ADA Office for assistance or more information.

If you have a disability and are qualified to do a job, the ADA protects you from job discrimination on the basis of your disability. Under the ADA, you have a disability if you have a physical or mental impairment that substantially limits a major life activity. The ADA also protects you if you have a history of such a disability, or if an employer believes that you have such a disability, even if you don't.

To be protected under the ADA, you must have a record of, or be regarded as having a substantial impairment. A substantial impairment is one that significantly limits or restricts a major life activity, such as hearing, seeing, speaking, walking, breathing, performing manual tasks, caring for oneself, learning, or working.

If you have a disability, you must be otherwise qualified to perform the essential functions or duties of a job, with or without reasonable accommodation, in order to be protected from job discrimination by the ADA. This means two things. First, you must satisfy the employer's requirements for the job, such as education, employment experience, skills, or licenses. Second, you must be able to perform the essential functions of the job with or without reasonable accommodation. Essential functions are the fundamental job duties that you must be able to perform on your own or with the help of a reasonable accommodation.

### **What is Reasonable Accommodation?**

Reasonable accommodation is any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to

participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. For example, reasonable accommodation may include:

- providing or modifying equipment or devices;
- modifying work schedules;
- adjusting or modifying examinations, training materials, or policies;
- providing readers and interpreter; and
- making the workplace readily accessible to and usable by people with disabilities.

An employer is required to provide a reasonable accommodation to a qualified applicant or employee with a disability unless the employer can show that the accommodation would be an undue hardship--that is, that it would require significant difficulty or expense.

### **Reasonable Accommodation Process**

Under the employment provisions (Title I) of the Americans with Disabilities Act (PL 101-336), employers are required to provide "reasonable accommodation" as a means of overcoming unnecessary barriers that prevent or restrict employment opportunities for otherwise qualified individuals with disabilities. The ADA defines a qualified individual with a disability as a person with a disability who "satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and who, with or without reasonable accommodation can perform the essential functions of such position." The term "reasonable accommodation" means a modification or adjustment to the job, the work environment or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity. Essential functions are, by definition, those that the individual who holds the job would have to perform, with or without reasonable accommodation, in order to be considered qualified for the position.

UF policy extends reasonable accommodation to the known limitations of qualified persons with disabilities who are employees or applicants for employment, in

order that said individuals may perform the essential functions of a position and/or participate in the employment application process, as long as the accommodation does not impose an undue hardship on the department or unit. In general, it is the responsibility of the applicant or employee with a disability to inform the employer that an accommodation is needed in order for him/her to participate in the application process, perform the essential job functions, or receive benefits and privileges of employment.

All requests for accommodations are evaluated on an individual basis to determine the appropriateness of the request. Moreover, employment opportunities shall not be denied because of the need to make reasonable accommodations to an individual's disability.

To request a reasonable accommodation, staff and faculty members should contact their immediate supervisor and make their request known. At that time, it will be necessary to complete the "Reasonable Accommodation Based on Disability Request Form". If you have any questions at any time during the process, contact the ADA Office, EHS Building, 916 Newell Drive, 392-1591, 711 (TTY/FRS). For a copy of the form go to [www.ada.ufl.edu](http://www.ada.ufl.edu).

### **Academic Computing**

The University of Florida is committed to making its learning resources accessible to persons with disabilities.

Many of the computer laboratories at UF are operated by the Center for Instructional and Research Computing Activities (CIRCA). Significant effort to provide access to computer technology for students, faculty, and staff with disabilities is being made. All CIRCA labs are physically accessible to persons using wheelchairs for both IBM and Macintosh computer systems.

### **Assistive Listening Device Use**

An assistive listening device is a portable FM transmitter and receiver. Both receiver and transmitter are small enough to fit in a shirt pocket.

Faculty who are hard of hearing may at times have difficulty hearing during class discussion periods, questions in small and large lecture halls, departmental meetings, individual meetings, and at other times. In any facility that has amplified sound, UF is responsible for providing assistive listening devices. In areas that do not have amplified sound, the same requirement applies. For students, staff, and faculty, assistive listening devices are available. If you continually are having difficulty hearing students and colleagues, it is recommended that you get a hearing test. In the meantime, if you would like to try out an assistive listening device, call either the ADA Office (392-1591, 711 TTY/FRS) or the Disability Resource Center at (392-8565, 711 TTY/FRS).

### **On-Campus Travel: Gator Lift**

The Student Traffic Court sponsors the "Gator Lift," which, when called, transports students, faculty, and staff to and from their classes, offices, and all other areas on the main campus. The van is equipped with a wheelchair lift and provides prompt, courteous service. For more information call Gator Lift at (352) 494-2305.

If you are scheduling a field trip and will be using vehicles to transport students, you must provide access to individuals with disabilities. For assistance please contact the Disability Resource Center (392-8565).

### **Parking Information**

Parking on a campus the size of UF will always be a problem. Is there a solution? For general users, probably not! However, for individuals with disabilities, there is a solution. UF is committed to providing the best possible service to individuals with documented disabilities. If you are a full-time faculty, or staff member and have a State of Florida disabled parking permit and a UF decal, you may request a permanently assigned parking space. To request an individually assigned space, based on disability, contact Parking Administrative Services at 392-2241.

### **ADA Grievance Procedures**

The University of Florida has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any actions prohibited by the U.S.

Department of Justice regulations implementing Titles I (employment) and II (public, state and local government) of the Americans with Disabilities Act. Titles I and II state, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by a public entity.

All ADA complaints, excluding those filed against the ADA Director, should be addressed to:

**ADA Coordinator**

ADA Compliance Office  
EHS 916 Newell Drive  
PO Box 115005  
Gainesville, FL 32611-5055  
392-1591, 711 (TTY/FRS)

All ADA complaints filed against the ADA Coordinator should be addressed to:

**Office of Institutional Equity and Diversity**

Physical Address  
903 West University Ave.  
Gainesville, FL 32601  
Campus mailing address  
P.O. Box 115010  
Gainesville, FL 32611  
(352) 392-2477 (V)

or call through the Florida Relay Service at 1-800-955-8771 or 711 (TTY)

1. All complaints should be filed in writing, contain the name and address of the person(s) filing it and briefly describe the alleged violation.

2. A complaint should be filed within (180) days (Title II §35.170) after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination that occurred before this grievance procedure was in effect are considered on a case-by-case basis.)

3. An investigation, if appropriate, shall follow the filing of the complaint. The investigation shall be conducted by either the ADA Coordinator or the Office of Institutional Equity and Diversity, depending upon the nature of the grievance. These rules anticipate informal but thorough investigations, affording all interested persons and their representatives an opportunity to submit evidence relevant to a complaint.

4. A written determination of the validity of the complaint and a description of the resolution shall be issued by either the ADA Coordinator or Office of Institutional Equity and Diversity, and a copy will be forwarded to the complainant no later than 15 working days after its filing.

5. The ADA Coordinator shall maintain the files and records of the University of Florida, relating to complaints filed. For a copy of the form go to [www.ada.ufl.edu](http://www.ada.ufl.edu).

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**This public document was produced to advise  
University of Florida faculty, staff, students and friends of the University.**