

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

## **Eighth Edition (electronic version)**

Fall 2017©

All portions of this book may be reproduced by members of the University of Florida community. Any outside agency may request permission to copy material as needed.

This publication is produced by the ADA Compliance Office, and the Committee on Persons with Disabilities at the University of Florida for faculty, administrators, staff, students, and friends of the University.

First edition - January 1993

Second edition - January 1995

Third edition - August 1997

Fourth edition - November 2002

Fifth edition – March 2006 (last hard copy edition)

Sixth edition – September 2008 (electronic version)

Seventh edition – March 2012 (electronic version)

## **Published by**

ADA Compliance Office

Environmental Health & Safety

University of Florida

916 Newell Drive

PO Box 115055

Gainesville, FL 32611-5055

[www.ehs.ufl.edu/programs/ada](http://www.ehs.ufl.edu/programs/ada)

## **Developed and produced by the UF ADA Office and Committee on Persons with Disabilities**

For assistance contact:

ADA Coordinator

(352) 392-1591

TTD/TTY 711

[osfield@ufl.edu](mailto:osfield@ufl.edu)

Contents

- A Letter from the President .....5
- Acknowledgments.....6
- Alternative Formats .....6
- Section One: General Information for Students and Employees.....7**
  - Introduction .....7
  - UF Accessibility Website Information.....8
  - Background for classroom accommodation.....8
  - Procedures for providing accommodations.....9
  - Documenting Disabilities.....10
- Section Two: Faculty and Student Responsibility for Classroom Accommodations .....10**
  - Faculty Responsibility .....10
  - Reasonable Accommodation .....11
  - Example Accommodations .....12
  - Failure to Accommodate .....12
  - Student Responsibility.....13
- Section Three: Support Services.....14**
  - Disability Resource Center at Reid Hall.....14
  - Residential Housing for Students on Campus.....14
  - Office of Academic Technology (OAT) SW Broward Hall.....15
  - ADA Compliance Office Bldg. 916 Newell Drive .....15
  - Electronic and Information Technology Accessibility (EITA) Office.....15
  - Committee on Persons with Disabilities .....16
  - The Counseling & Wellness Center.....16
  - Library Services .....17
  - Florida Relay Service .....17
  - Information Sessions .....18
  - Emergency Evacuation Plan.....19
- Section Four: Arranging for Interpreter Services.....21**
  - Interpreting Services .....21
  - Classroom Related Interpreting Services.....22
  - Out-of-Class Interpreter Services .....22
  - Student Government (SG) Events and SG Affiliated Organizations.....22

Public Notice of an Event .....	22
Referral Agencies for Interpreter Services .....	23
<b>Section Five: Advising Students with Disabilities .....</b>	<b>23</b>
Introduction .....	23
Information Sessions on Accommodating Students with Disabilities .....	24
Accommodation Procedures during the Admission Process and Graduation....	24
Substitution-Admission Requirements (§1007.264).....	24
General Education Requirements vs. Core Requirements .....	24
When are substitutions or modifications not required?.....	24
Substitution graduation requirements (§1007.265) .....	25
Additional Drops .....	25
<b>Section Six: Disability Categories .....</b>	<b>25</b>
Dispelling Myths.....	25
Identifying Disabilities .....	26
Defining Disability .....	27
Visual Disability.....	28
Physical Disability.....	28
Deaf or Hard-of-Hearing .....	28
Specific Learning Disabilities .....	28
Other Disabilities .....	29
<b>Section Seven: Federal and State Laws, Statutes and Rules .....</b>	<b>30</b>
Rehabilitation Act of 1973, Section 504.....	30
Admissions and Recruitment.....	30
Academic Adjustments .....	30
The Americans with Disabilities Act.....	31
Employment.....	31
Public Services .....	31
Public Accommodations .....	31
Telecommunications .....	32
WEB Access.....	32
Questions.....	32
State Guidelines .....	32
<b>Section Eight: University of Florida Policies and Procedures.....</b>	<b>37</b>
Computing Access Policy .....	38

<b>Program and Facility Access</b> .....	38
<b>Substitution Procedures</b> .....	39
<b>Student Complaint Procedures</b> .....	39
<b>Online Course Access</b> .....	40
<b>Course Attendance Policy</b> .....	40
<b>Student Accommodation Agreement</b> .....	41
<b>Reduced Course Load while Maintaining Full-time Status Policy</b> .....	43
<b>Priority Registration Procedure</b> .....	43
<b>Interpreting Costs</b> .....	43
<b>ADA Accommodation Financial Assistance Policy</b> .....	44
<b>Commencement</b> .....	44
<b>Five Working Day Event Policy</b> .....	45
<b>TTY Policy</b> .....	45
<b>Financial Aid</b> .....	46
<b>Alternative Access to Printed Materials</b> .....	46
<b>Section IX: Accommodating Faculty and Staff with Disabilities</b> .....	47
<b>What is Reasonable Accommodation?</b> .....	48
<b>Reasonable Accommodation Process</b> .....	49
<b>Assistive Listening Device Use</b> .....	50
<b>On-Campus Travel: Gator Lift</b> .....	50
<b>Parking Information</b> .....	50
<b>ADA Grievance Procedures</b> .....	51

## A Letter from the President

Kent Fuchs  
President

226 Tigert Hall  
PO Box 11315  
Gainesville, FL 32611  
(352) 392-1311

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 and staff with disabilities. We have prepared the attached Faculty Guide to help you learn more about working with these members of our community and about our responsibilities to respect their needs.

Within the Faculty Guide, you'll find a list of useful references and resources. For more, we encourage you to reach out the ADA Compliance Office and the Disability Resource Center (DRC) on our campus. The contact information for both offices are listed in this guide. 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. Both the ADA Office and the DRC can help. For questions about employees with disabilities, we suggest you contact the ADA Office; for questions about students with disabilities, we ask you contact the DRC.

Every student and staff member deserves the opportunity to learn and benefit from the incredibly rich academic environment here at UF. By better understanding and knowing more about the special challenges our students and staff with disabilities face, we can help them achieve their exceptional academic potential.

Thank you for your concern and dedication to all students and staff in our community.

Sincerely,

Kent Fuchs

An Equal Opportunity Institution

## **Acknowledgments**

Special thank you to Committee on Persons with Disabilities members Anthony DeSantis, John Jordi, Ryan Winget, Jade Williams and Tyler James for their assistance in updating this edition of the Guide.

Since the 1<sup>st</sup> edition of the Guide, this publication has evolved over time. The concept for the 1<sup>st</sup> 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).

# Section One: General Information for Students and Employees

## Introduction

This Guide has the following 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 are not merely matters of judgment. They are matters of knowledge and sensitivities that most of us simply do not have because of a 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 to ensure the information provided was up to date. In this, the eighth edition the Guide continues to evolve and change. We encourage all readers to explore the material and contact either the ADA Office (<http://www.ehs.ufl.edu/programs/ada/>) or the Disability Resource Center (<https://drc.dso.ufl.edu/>) with any questions, concerns, or suggestions for future publications. Whenever possible, this Guide will direct users to the appropriate website for more up-to-date information. For example, to find the most up-to-date information for students please visit the Disability Resource Center website at <https://drc.dso.ufl.edu/>.

Students with disabilities are a rapidly growing population at the University of Florida (UF), as elsewhere in American higher education and around the globe. *Disabled World Annual Disability Status Report* (last updated November 26, 2016, and retrieved from <https://www.disabled-world.com/disability/statistics/>) estimates that 10 percent of the world's population have a disability. In the 2016-2017 academic year, 2,383 UF students identified themselves as having disabilities. Since self-identification is not required, this represents only a portion of 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 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 ensure 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 shall be provided. This means more than the removal of architectural barriers and the provision of auxiliary services.

It means that reasonable accommodations shall be made in the instructional process to ensure equal opportunities in the educational and workplace spheres. This principle applies to all teaching strategies, as well as to institutional and departmental policies.

### **UF Accessibility Website Information**

The University of Florida has been providing a website link about disability related information to students, staff and visitors since 1993 and the current disability services website continues to include both ADA Office and DRC information. The website is designed for all campus constituents to find the information they need about accessibility at the University of Florida. For more information click on the following link <http://accessibility.ufl.edu/>.

### **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 1,400 in 2010-2011 and the number has increased to 2,383 in 2016-2017. Over the years, the fastest-growing group within this population was students with learning disabilities. However, in 2016-17, the largest group are students with mental health issues (30% of registered students). 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 the privacy rights of the student, while providing the following accommodations for the student:

1. Any student requesting services as a result of a disability should be referred to the Disability Resource Center (DRC).
2. A DRC staff member will work with that student to identify appropriate accommodations.
3. Once the accommodations have been approved, the student is then responsible for requesting their accommodation letter via the DRC's online system:

<https://drc.dso.ufl.edu/students/accommodation-letters/> Students are encouraged to submit their accommodation letter request as soon as they finalize their schedule. Upon receipt of your request, an email with a PDF attachment of the accommodation letter will be sent to the students via GatorLink email within two business days. After students receive their letter, they are encouraged to forward the letter to your instructor(s). The DRC encourages the student to make an appointment with each instructor during office hours and provide the accommodation letter from the DRC detailing the identified

accommodations. Students taking online courses should email the instructor their accommodation letter and follow with up with him/her on how accommodations will be facilitated

4. Instructors should contact the letter's author if there are questions or concerns related to facilitating accommodations. (Refer to the DRC website at <https://drc.dso.ufl.edu/> for more information.)

## **Documenting Disabilities**

All students with disabilities who request an accommodation are required to provide reasonable documentation of that disability to the DRC. At no other time is a student required to provide documentation to any administrator, dean, or faculty that outlines their disability diagnosis. 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. It is only necessary for instructors to know that the DRC has a record of the disability and has approved the student for specific accommodations. The letter serves as a student's documentation that they are an eligible student with a disability, and therefore entitled to effective and reasonable accommodations 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 DRC immediately. Students who suspect they may have a disability, but have not been formally diagnosed, may contact the DRC to request a screening to qualify for temporary accommodations. The DRC has scholarships available to cover expenses for students to receive a psychoeducational evaluation from a local provider.

## **Section Two: Faculty and Student Responsibility for Classroom Accommodations**

### **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).

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 DRC will review the request, and contact the student to review their disability status and decide what, if any, accommodations may be appropriate. The disability status 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 the 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 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 DRC. 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**

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. Accommodations maintain the academic integrity of the curriculum while creating an equitable learning experience for students with disabilities. 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 faculty.

Classroom accommodations provide an opportunity for students with disabilities to receive an accessible and equitable educational experience. Individual accommodations are a civil right guaranteed under federal law. The accommodations approved through the DRC are not frivolous or arbitrary. Accommodations are approved in accordance to the DRC's internal policies in collaboration with the student's

communication of a disability and reasonable evidence of a disability.

### **Example Accommodations**

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 include, but are not limited to the following accommodations:

- Priority seating
- Priority registration
- Change of classroom location
- Captioning, transcription
- Note takers/scribe
- Interpreter
- Tape recording lectures
- Reduced course load
- Alternative test format
- Extended time on exams

### **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 shall be provided under two federal pieces of legislation (Rehabilitation Act of 1973, and Section 504 of the Americans with Disabilities Act).** When questions arise about a specific accommodation, it is the responsibility of the faculty member to contact the DRC to discuss.

## **Student Responsibility**

Students with disabilities are responsible for ensuring the DRC 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. Students do not need to disclose their diagnoses to their professors but must indicate their needs for accommodations for their course. While faculty members are encouraged to work with all students, students with disabilities first must register with the DRC (Reid Hall) in order to receive classroom accommodations.

The Disability Resource Center's philosophy is grounded in a framework of social justice and universal design for learning. The DRC aims to create opportunities for an equitable and accessible collegiate experience for our students with disabilities. The mission of the Disability Resource Center is centered in advocacy for the civic right to an accessible education. The DRC invites campus partners to work in collaboration in order to remove architectural, technological, and attitudinal barriers that perpetuate socially-constructed limitations of disability. It is our belief that through deconstructing disability, reimagining access, and championing holistic support, we can aid in the recruitment, retention, and success of students with disabilities.

After providing reasonable 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 the 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 adhering to the UF's academic standards, class attendance, 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
- Send the letter of accommodation to each instructor
- Request an updated letter of accommodation each semester for each course

## **Section Three: Support Services**

### **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 has a Braille embosser for conversion of text into Braille. For complete information about the DRC click onto <https://drc.dso.ufl.edu/> For more specific faculty and instructor related information please go to <https://drc.dso.ufl.edu/faculty/> for specific classroom related issues and accommodations for working with students with disabilities.

### **Residential Housing for Students on Campus**

For information about campus residential life go to the following links for more information about accommodations and securing accessible housing. The websites also provides information about service animals and emotional support animals in campus housing.

Accommodation requests - <https://housing.ufl.edu/living-options/terms-conditions/accommodation-requests/>

Apply to live on campus - <https://housing.ufl.edu/living-options/apply/>

Contacts at Housing - <https://housing.ufl.edu/about/contact/>

Cypress Hall, a 225 bed residence hall, is equipped with the capability of supporting 35 students with significant mobility impairments. In support of students with mobility impairments, Cypress Hall offers the following:

- Enhanced rooms that include SureHands lift systems to aid in the transportation of students throughout the residence hall rooms;
- Flexible restroom configurations;
- Adequate floor space to accommodate students who utilize mobility equipment and/or require personal care assistance; and
- State of the art system for controlling access to resident hall room, video equipped doorbell, window blinds, lights, etc.

### **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 more information.

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

The ADA Compliance Office provides direct support to individuals with disabilities through the ADA Office. UF has designated the ADA Coordinator as the person responsible for ensuring that persons with disabilities have equal access to all programs and services. The ADA Coordinator 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 about the ADA Office go to <http://www.ehs.ufl.edu/programs/ada/>.

### **Electronic and Information Technology Accessibility (EITA) Office**

The University of Florida is committed to maintaining an inclusive and accessible environment for all. The creation and dissemination of knowledge is a defining characteristic of universities and is fundamental to UF's mission. An Electronic and

Information Technology Accessibility (EITA) Policy has been adopted and establishes minimum standards necessary to meet the University's goals and ensure compliance with applicable law.

The University of Florida has embarked on a campus wide consistent and comprehensive centrally-driven effort to foster diversity and expand inclusiveness through the appointment of an EITA Officer and office. The plan, grounded in UF's conviction that electronic information and technology accessibility is a civil right of all UF stakeholders that will benefit everyone in the university community, aims to ensure that a broad population can access, benefit from and contribute to UF's programs and services.

To advance compliance and minimize risk to the institution, UF has instituted a variety of initiatives as outlined by the federal court case resolutions, including: designation of an EITA Office; the purchase of enterprise web accessibility tool for reporting, monitoring and training; a digital file conversion service; creation of an EIT accessibility portal; the formation of an EITA Task Force; EITA procurement procedures; and a process and funding to facilitate captioning of online credit courses.

### **Committee on Persons with Disabilities**

The University of Florida President's 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; as well as identify and recommend removal of impediments to accessibility of campus buildings, facilities and programs. Committee membership is comprised of students, staff and faculty. The committee traditionally meets three times per year (October, January and April).

### **The Counseling & Wellness Center**

The Counseling & Wellness 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 group counseling 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, and 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 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. The Counseling & Wellness Center's records are not a part of a student's educational record.

The 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.counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc).

## 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. For more information about the services the library will provide to students and staff with disabilities go to <http://www.uflib.ufl.edu/accessibility/>.**

## Florida Relay Service

Individuals who are deaf or hard-of-hearing, 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)

## 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 28 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.

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 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: <http://www.ehs.ufl.edu/programs/ada/emergency/>.

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)

## **Section Four: Arranging for Interpreter Services**

### **Interpreting Services**

The Disability Resource Center coordinates in-classroom sign language interpreters for registered students who are deaf or hard-of-hearing.

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 ADA Office 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.

### **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 five\* working days of the event/program so that proper consideration may be given to the request.”

\*The recommended notice is a minimum of five working days. 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 ADA Office at 392-1591 (711 TTY/FRS)

## **Section Five: Advising Students with Disabilities**

### **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, there are many legislative statutes that dictate how education is directed. Some of those statutes and their ensuing rules, policies, and procedures may have the effect of discriminating against qualified individuals with disabilities. Each university, in turn, institutes its own rules to address those state rules. Whether a state or local rule, a review of policies and procedures should have taken place, and changes should have occurred if the policies or procedures were found to have a discriminatory effect.

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 (student- DRC; staff-ADA Office).

## **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).

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

### **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.

### **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). On the other hand, courses that are considered a fundamental part of the program do not have to be changed.

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

Under the guidelines spelled out in §1007.265 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.

## **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.

## **Section Six: Disability Categories**

### **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. 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.

## **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 visible 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 and insert a statement on the syllabus 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.

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.

## **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).

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

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 loss 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.

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.

## **Section Seven: Federal and State Laws, Statutes and Rules**

### **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 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 <https://www.ada.gov/cguide.htm>.

## **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: <http://webservices.it.ufl.edu/about/accessibility-recommendations/>.

### **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.ehs.ufl.edu/programs/ada](http://www.ehs.ufl.edu/programs/ada)

#### **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.eduhttp://webservices.it.ufl.edu/about/accessibility-recommendations/](http://www.webadmin.ufl.eduhttp://webservices.it.ufl.edu/about/accessibility-recommendations/)

### **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 loss or deafness, sensorineural hearing loss 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 severe.
- 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** Students with disabilities; definition.—For the purposes of this chapter, the term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

History.—s. 1, ch. 2003-8; s. 7, ch. 2008-204; s. 65, ch. 2014-39.

**§1007.264** Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations.—

(1) A student with a disability who is otherwise eligible shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person’s failure to meet the admission requirement is related to the disability.

(2) The State Board of Education, in consultation with the Board of Governors, shall adopt rules to implement this section for Florida College System institutions and shall develop substitute admission requirements where appropriate.

(3) The Board of Governors, in consultation with the State Board of Education, shall adopt regulations to implement this section for state universities and shall develop substitute admission requirements where appropriate.

History.—s. 355, ch. 2002-387; s. 4, ch. 2003-8; s. 118, ch. 2007-217; s. 8, ch. 2008-204; s. 19, ch. 2010-78; s. 97, ch. 2011-5; s. 9, ch. 2011-177; s. 68, ch. 2014-39.

**§1007.265** Persons with disabilities; graduation, study program admission,

and upper-division entry; substitute requirements; rules and regulations.—

(1) A student with a disability in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

(2) The State Board of Education, in consultation with the Board of Governors, shall adopt rules to implement this section for Florida College System institutions and shall develop substitute requirements where appropriate.

(3) The Board of Governors, in consultation with the State Board of Education, shall adopt regulations to implement this section for state universities and shall develop substitute requirements where appropriate.

History.—s. 5, ch. 2003-8; s. 119, ch. 2007-217; s. 9, ch. 2008-204; s. 20, ch. 2010-78; s. 98, ch. 2011-5; s. 10, ch. 2011-177; s. 69, ch. 2014-39.

**§1009.41** State financial aid; students with a disability.—Notwithstanding the provisions of s. 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.

History.—s. 414, ch. 2002-387.

## **Section Eight: 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 Assistive Technology Lab Director will purchase and install the software and/or hardware within five work 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 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 the past 28 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 28 years, four inaccessible facilities (Peabody Hall, Griffin-Floyd Hall, Anderson Hall and Flint Hall) have been completely renovated. 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. 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.

### **Online Course Access**

Faculty teaching online 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 online 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 online 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 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, the student should speak to their learning specialist at the DRC to request an accommodation for consideration for absences related to their disability. Students who receive this accommodation are expected to contact their instructor prior to their 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 a reasonable time frame mutually agreed upon between the student and the instructor. Students with disabilities are responsible to complete all course requirements. Please note: The DRC cannot change classroom policies related to absences or missed assignments, students should communicate with their professors if they anticipate missing a significant amount of class time.

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 requesting their accommodation letter via the DRC's online system: <https://drc.dso.ufl.edu/students/accommodation-letters/> Students are encouraged to submit their accommodation letter request as soon as they finalize their schedule. Upon receipt of your request, an email with a PDF attachment of the accommodation letter will be sent to the students via GatorLink email within two business days. After students receive their letter, they are encouraged to forward the letter to your instructor(s). Please note: professors are not required to make accommodations if they do not receive the accommodation letter. On-campus students may print their letter to present to their instructor(s) during office hours or send via email. Online-students are able to send their letter via email to their instructors. It is your responsibility to connect with your instructors in person, via the phone, or via email to coordinate your accommodations.
- 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 give 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.

The University has developed a campus policy to assist with costs for interpreter services and other accommodation requests when there is a budget issue. Go to <http://www.aa.ufl.edu/Data/Sites/18/media/policies/ada-accommodation-assistance.pdf>.

### **ADA Accommodation Financial Assistance Policy**

The University of Florida Provost has developed a policy to assist departments with the financial cost of providing some accommodations. When accommodations are needed as result of a disability and the funding to provide the accommodation are not available on the unit level the department can request assistance through the following policy link. Go to <http://www.aa.ufl.edu/Data/Sites/18/media/policies/ada-accommodation-assistance.pdf> for more information.

### **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.

## **Five Working Day Event Policy**

To ensure that all students, staff, faculty and visitors with disabilities can attend any program and service hosted by 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 (Department organizing event) within a minimum of five working days 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 five working days 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.

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 any time.

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 photocopy machine 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."

## **Section IX: 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 eighth 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 <http://www.ehs.ufl.edu/programs/ada/services/accomodation/>.

### **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**

Gator Lift provides reliable, convenient and free shuttle service to accessible locations within the boundaries of the campus of the University of Florida for students, faculty, and staff with mobility related disabilities. For more information, please visit <http://parking.ufl.edu/transit-commuting/gator-lift-2/> or email Gator Lift at [gatorlift@ufl.edu](mailto:gatorlift@ufl.edu).

### **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 both a State of Florida disabled parking permit and a UF decal, you may request a permanently assigned parking space (<http://parking.ufl.edu/decals/disabled/>). 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

P.P. Gainesville, FL 32611

P.Q. (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 The Employee Relations Office of the Human Resources Division by the harassment and discrimination investigator. 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 <http://www.ehs.ufl.edu/programs/ada/services/grievance/>.

Portions of the original guide were reprinted, with permission, from: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, published by the Professional Staff Congress (AFT Local #2334), the union representing the instructional staff of The City University of New York.

In this the Eighth Edition of the UF Guide we continue to recognize the above reference out of professional courtesy with the caveat that very little information remains from the original City University Guide.

**This public document was produced to advise**

**University of Florida faculty, staff, students and friends of the University.**