

The Office for Students with Disabilities



Student Handbook

East Campus

Bldg. 5, Rm. 216
Ph: 407-582-2229
Fax: 407-582-8908
TTY: 407-582-1222

West Campus

SSB, Rm. 102
Ph: 407-582-1523
Fax: 407-582-1326
TTY: 407-582-1222

Osceola Campus

Bldg. 1, Rm. 140A
Ph: 407-582-4167
Fax: 407-582-4804
TTY: 407-582-1222

Winter Park Campus

Bldg. 1, Rm. 216
Ph: 407-582-6887
Fax: 407-582-6841
TTY: 407-582-1222

This handbook is also available on the OSD website. Due to necessary revisions that may occur throughout the academic year, this issue may become outdated without notification. Therefore, the current website version is considered the official OSD handbook – it is found at www.valenciacc.edu/osd/handbook/default.asp.

This handbook is available in alternate formats upon request.



Valencia
Community College

Dear Student:

Welcome to Valencia Community College and the Office for Students with Disabilities (OSD). On behalf of the OSD staff, we look forward to working with you during your academic career at Valencia Community College. This handbook provides important information regarding our services and accommodations. I am sure you will find this handbook useful.

In order to provide the most current information about our office and any changes in policies, procedures, or services we recommend you visit our website at (www.valenciacc.edu/osd) where you can access the most current handbook available.

Best wishes in your academic journey at Valencia!

A handwritten signature in black ink, appearing to read "J. Szentmiklosi".

Dr. Jill Szentmiklosi
Director
Office for Students with Disabilities

Office for Students with Disabilities Staff

East Campus

Dr. Jill Szentmiklosi
Director
407-582-2177
jszentmiklosi@valenciacc.edu

Trish Anderson
Coordinator
407-582-2564
tanderson@valenciacc.edu

Eileen Lowe
Staff Assistant II
407-582-2177
elowe2@valenciacc.edu

Mary Asbury
Academic Advisor
407-582-2308
masbury@valenciacc.edu

Julie Balassa
Assistant Director
Voice/tty:407-582-2039
VP 1000: 407-582-2229
jbалassa@valenciacc.edu

Shanay Cogdell
Front Desk
407-582-2229
OSDEast@valenciacc.edu

West Campus

Angela Trujillo
Coordinator
407-582-1318
atrujillo@valenciacc.edu

Wendi Rowlett
Academic Advisor
407-582-1533
wrowlett@valenciacc.edu

Phil Graves
Assistive Technology
407-582-1539
pgraves@valenciacc.edu

Jodi Criner
Staff Assistant I
407-582-1523
jcriner3@valenciacc.edu

Osceola Campus

Remy Ansiello
Coordinator
407-582-4094
ransiello@valenciacc.edu

Staff
Front Desk
407-582-4167

Winter Park Campus

Linda Villar
Counselor
407-582-6887
lvillar@valenciacc.edu

Table of Contents

| | |
|--|----|
| Nondiscrimination and Equal Opportunity Statement | 5 |
| OSD Mission Statement | 5 |
| Responsibilities | 6 |
| Confidentiality | 6 |
| Who is Eligible? | 6 |
| Self-Identification | 7 |
| OSD Registration Process | 7 |
| Disability Documentation | 8 |
| Mobility Impairments | 8 |
| Hearing Impairments/Deafness | 9 |
| Visual Impairments | 9 |
| Learning Disabilities | 10 |
| Psychological Disabilities | 12 |
| Attention-Deficit/Hyperactivity Disorder (ADHD) | 13 |
| Health-Related Impairments | 16 |
| Reasonable Accommodations | 16 |
| Notice to Instructors | 17 |
| Common Academic Adjustments | 17 |
| Priority Registration | 17 |
| Testing Accommodation | 17 |
| Note Taking Assistance | 17 |
| Assistive Technology Equipment | 18 |
| Assistive Technology Software | 18 |
| Textbooks in Alternative Format | 19 |
| Reader/Scribe Services | 19 |
| CLAS Waivers | 19 |
| Course Substitution Requests | 20 |
| Deaf and Hard of Hearing Services | 21 |
| Interpreter/Captionist | 21 |
| Assistive Listening Device (ALD) | 22 |
| Class Schedule | 22 |
| Attendance | 23 |
| Handling Questions | 24 |
| Service Providers for Outside Class and Special Requests | 24 |
| Tests | 24 |
| Service Provider Issues/Dispute Resolution | 24 |
| Parking | 25 |
| Personal Attendants | 25 |
| Service Animals | 26 |
| Service Delivery/Dispute Resolution | 27 |
| Appendix 1: Tests for Assessing Adolescents & Adults | 28 |
| Handbook Verification Form | 29 |

Nondiscrimination and Equal Opportunity

Valencia Community College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination or intimidation. Valencia Community College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students and others affiliated with the College without regard to race, color, national origin, age, religion, disability, marital status, gender, and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations.

Valencia Community College recognizes that discrimination against individuals diagnosed as having Acquired Immune Deficiency Syndrome (AIDS), or persons who have been determined to be positive for the Human Immunodeficiency Virus (HIV), but who have not developed the symptoms of AIDS, is prohibited by Florida law, which accords to such infected individuals every protection made available to persons with documented disabilities under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 791), the Americans with Disabilities Act of 1990 (42 U.S.C. 12131) and Chapter 760 Florida Statutes.

The person designated to coordinate implementation of these policies is Dr. Stanley Stone, Vice President for Human Resources and Diversity, who also serves as the college's Equity Officer, (407) 582-8088, Valencia Community College, Post Office Box 3028, Orlando, Florida, 32802, telephone number 407-299-5000.

Mission Statement

The Office for Students with Disabilities (OSD) is committed to the fulfillment of equal educational opportunity, academic freedom and human dignity for students with disabilities. The OSD exists to determine and ensure appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy, to educate the Valencia community about disabilities, and to ensure compliance with the ADA and Section 504.

Objectives

1. To facilitate the highest levels of educational excellence and potential quality of life for students with disabilities.
2. To support the institution's academic standards.
3. To achieve the highest levels of competence and integrity in all areas of assistance to students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of a student's disability.
4. To continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery.
5. To be actively engaged in supporting and clarifying institutional, state, and federal laws, policies, and procedures applicable to the delivery of services for students with disabilities.

Responsibilities

Students with disabilities have the responsibility to:

- meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities
- identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary
- provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities and facilities
- follow established procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services
- meet and abide by the College's academic, conduct and technical standards

Students are also responsible for contacting the Office for Students with Disabilities if reasonable academic adjustments or accommodations are not implemented in an effective or timely way.

Valencia Community College has the responsibility to:

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

Confidentiality

All documentation provided to the Office for Students with Disabilities will be strictly confidential. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent (6Hx28:10-09).

Who is Eligible?

Valencia Community College provides services to all qualified students with disabilities as defined by law.

No otherwise qualified individual with a disability in shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance (Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. § 794)

A qualified individual with a disability means:

...an individual who, with or without reasonable accommodations to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential requirements for the receipt of services or the participation in programs or activities... (Americans with Disabilities Act of 1990 42 U.S.C. §12131 [Sec. 201.]

The definition of a disability includes a person who:

- has a physical or mental impairment which substantially limits one or more of such a person's major life activities;
- has a record of such impairment, or
- is regarded as having such impairment. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. [Part 104]).

A "qualified" person with a disability is defined as one... "who meets the academic and technical standards requisite to admission or participation in the education program or activity."

Section 504 of the Rehabilitation Act of 1973 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment
Cerebral Palsy
Deafness/hearing impairment
Epilepsy/seizure disorders
Orthopedic/mobility impairment
Specific learning disability
Speech/language disorders
Spinal cord injury
Tourette's syndrome
Traumatic brain injury

Chronic illnesses such as:

AIDS
Arthritis
Cancer
Cardiac Disease
Diabetes
Multiple Sclerosis
Muscular Dystrophy
Psychiatric disability

Self-Identification

The first step in the eligibility process is to submit appropriate documentation of disability to the Office for Students with Disabilities (OSD). The College must assure that the documentation provided both establishes the individual as a person with a disability and provides a rationale for reasonable accommodations. The College is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with disability.

OSD Registration Process

In order to request accommodations from the College, the student must complete the following steps in the Office for Students with Disabilities registration process:

- Complete the Student Intake Form (available in any OSD office)
- Provide appropriate documentation of the disability for which accommodations are being requested (guidelines found online at <http://valenciacc.edu/osd/forms.asp>)
- Meet with an OSD advisor to review documentation, request reasonable accommodations and review the Handbook for Students with Disabilities

Until **all** steps of the registration process have been completed, the student will be considered pending with OSD and will not be eligible for services or accommodations. Incomplete files will be kept for one term and then destroyed. The student may, however, begin the process again at any time.

Disability Related Documentation

For conditions that are subject to change over time (including health related disorders, some visual disabilities and psychological disabilities), the student may be asked to provide updated documentation for his/her file on an on-going basis in order for accommodations to be continued.

Students are required to provide documentation of their disability prior to the provision of services. This documentation must be provided by the student seeking accommodation as a person with a disability.

The professional documenting the disability must be identified by name, title, and professional credentials, provide information about license or certification as well as the area(s) of specialization, employment, and the state/province in which the individual practices. This information should be clearly stated within the documentation.

Additionally, documentation presented should be based upon assessment of the impact of the student's disabilities on his/her performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation (generally, within the last three years). Although prior documentation may have been useful in determining appropriate services in the past, current documentation must validate the need for services based on the individual's present level of functioning in the educational setting. A school plan such as an Individualized Education Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report. The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing or certification examinations) and whether or not they benefited the individual. However, a prior history of accommodations without demonstration of a current need does not in and of itself warrant the provision of accommodations.

Lastly, the appropriate clinical documentation should substantiate the disability and present evidence to establish a rationale supporting the need for accommodations. If the requested and accommodations are not clearly identified in the diagnostic report, the Office for Students with Disabilities will seek clarification and, if necessary, more information. The Office for Students with Disabilities will make final determination of whether appropriate and reasonable accommodations are warranted and can be provided to the individual.

Mobility Impairments

Documentation of mobility impairment should consist of a letter or report from a qualified health care professional (e.g. physician).

The letter or report should include the following:

1. Identification of the disabling condition(s)
2. Identification of the functional limitations for which accommodations are being requested
3. Whether the condition is progressive or stable
4. Possible side effects of medication, if applicable
5. Recommendations for effective and reasonable accommodations

Hearing Impairments/Deafness

The State of Florida defines a hearing impairment as a hearing loss of thirty decibels or greater across a pure tone average of 500, 1000, 2000 Hz, ANSI, unaided in the better ear.

Further eligibility criteria that may be considered are:

1. A profound hearing loss of 91 dB or greater in one ear and hearing loss in the better ear of at least 15 dB.
2. Speech reception threshold (SRT) of 91 dB or greater in one ear and at least 15 dB in the better ear, or
3. SRT of 30 dB or greater in the better ear.
4. A speech discrimination or word recognition score of 70% or less.
5. An articulation index of 70% or less.

Examples of hearing impairment or deafness include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

Documentation of a hearing impairment should be in the form of a report from an audiologist. This report must include:

1. The results of an audiogram that show, if applicable and appropriate
 - a. the type and degree of hearing loss unaided and aided as indicated by pure tone average
 - b. SRT
 - c. speech discrimination score
 - d. articulation index
2. Whether the condition is progressive or stable
3. Possible side effects of any prescribed medication
4. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate
5. Recommendations for effective and reasonable accommodations

Visual Impairments

The State of Florida defines visual impairments as disorders in the structure and function of the eye 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 which 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.

Documentation of a visual impairment should consist of a report from an optometrist or ophthalmologist and must include the following:

1. A clear statement of vision-related disability with supporting numerical description that reflects
2. The current impact the blindness or vision loss has on the student's functioning (the

age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations),

3. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores,
4. Whether the condition is progressive or stable
5. Recommendation for effective and reasonable accommodations.

Learning Disabilities*

*taken from Educational Testing Service's "Policy Statement for Documentation of a Learning Disability in Adolescents and Adults," June 1999 (Revised)

Learning Disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and the use of listening, spelling, reading, writing, reasoning, or mathematical ability. These disorders are intrinsic to the individual, presumed due to central nervous system dysfunction and may occur across the life span. Problems with self-regulatory behaviors, social perceptions, and social integration may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities, they are not the result of those conditions or influences.

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with the college-age learning disability (LD) population is essential.

Substantiation of the Learning Disability

Documentation should validate the need for services on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include: A diagnostic interview, an assessment of aptitude, academic achievement, information processing and a diagnosis.

Diagnostic Interview

The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial, and educational history; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery, which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity must be provided. **A list of commonly used tests is found in Appendix 1.** Minimally, the domains to be addressed must include the following:

Aptitude - A complete intellectual assessment with all subtests and standard scores reported.

Academic Achievement - A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

Information Processing - Specific areas of information processing (e.g. short-and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, and motor ability) should be assessed.

Specific Diagnosis

Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language and a specific DSM IV diagnosis in the documentation of a learning disability, avoiding the use of terms such as “suggests” or “is indicative of.”

Test Scores

Standard scores and/or percentiles should be provided for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid and standardized for use with an adult population. The test findings should document both the nature and severity of the learning disability.

Clinical Summary

A well written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary should include:

- Demonstration that the evaluator has ruled out alternative explanations for academic problems as a result of poor education, poor motivation, attentional problems or cultural/language differences.
- Indication of how patterns in the student’s cognitive ability, achievement, and information processing reflect the presence of a learning disability.
- Indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- Indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, and licensing or certification examinations).

Recommendations for Accommodations

It is important to realize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation. The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

Psychological Disabilities

Due to the changing nature of psychological disabilities, it is essential that a student provide recent and appropriate documentation from a qualified evaluator. Since reasonable accommodations are based upon the current impact of the disability, the documentation must address the individual's current level of functioning and the need for accommodations (e.g., due to observed changes in performance or medication changes since the previous assessment). If the diagnostic report is more than one academic year old, the student may be asked to submit a letter from a qualified professional that provides an update of the diagnosis, a description of the student's current level of functioning during the preceding twelve months, and a rationale for the requested accommodations.

Qualifications of Diagnostician

Professionals conducting assessments, rendering diagnoses of psychological disabilities, and making recommendations for accommodations must have appropriate licensure/certification. It is essential that professional qualifications include comprehensive training and relevant expertise in differential diagnosis of psychiatric disorders. In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document.

The diagnostic report should include the following components:

1. A specific diagnosis
2. History of presenting symptoms
3. Duration and severity of the disorder
4. Relevant developmental, historical and family data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time
6. If relevant, information regarding kind of treatment and duration/consistency of the therapeutic relationship
7. A description of current functional limitations in the academic environment as well as across other settings Relevant medical and medication history, including the individual's current medication regimen compliance, side effects (if relevant), and response to medication

Specific Diagnosis

The report must include a specific diagnosis based on the DSM-IV diagnostic criteria and include the specific diagnosis section in the report with a numerical and nominal diagnosis from DSM-IV. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator should use definitive language in the diagnosis of a psychiatric disorder, avoiding such words as “suggests,” “has problems with,” or “may have emotional problems.”

Alternative Diagnoses or Explanations

The evaluator must also investigate and rule out the possibility of other potential diagnoses involving neurological and/or medical conditions or substance abuse, as well as educational, linguistic, sensorimotor, and cross-cultural factors that may result in symptoms mimicking the purported psychological disability.

Requested Accommodations

The evaluator must describe the degree of impact of the diagnosed psychological disorder on a specific major life activity, as well as the degree of impact on the individual. A link must be established between the requested accommodations and the functional limitations of the individual that are pertinent to the anticipated academic setting. Accommodations will be provided only when a clear and convincing rationale is made for the necessity of the accommodations. A diagnosis in and of itself does not automatically warrant approval of requested accommodations. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If there is no prior history of accommodations, the evaluator must include a detailed explanation of why accommodations were not needed in the past, and why they are now currently being requested. Psychoeducational or neuropsychological testing may help to support the need for accommodations based on the potential for psychiatric disorders to interfere with cognitive performance.

Adults with Psychological Disorders

If psychological instruments are used, all tests used should be current and have sufficient reliability, validity, and utility for the specific purposes for which they are being employed. All tests should be normed on relevant populations, and the results should be reported in standard scores and/or percentile ranks. Tests that have built-in validity scales or indicators are preferred over those that do not. No single test or subtest should be used solely to substantiate a diagnosis.

Attention-Deficit/Hyperactivity Disorder (ADHD) *

*Taken from Educational Testing Service’s “Policy Statement for Documentation of Attention-Deficit/Hyperactivity Disorder in Adolescents and Adults,” June 1999 (Revised)

Qualifications of Examiner

Professionals conducting assessments and rendering diagnoses of ADHD and making recommendations for accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of psychological disorders are essential. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population: psychologists,

neuropsychologists, psychiatrists, and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of ADHD in adolescents and adults.

Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable. It is also not appropriate for professionals to evaluate members of their own families. The name, title, and professional credentials of the evaluator—including information about license or certification as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed, and otherwise legible.

Documentation Should Be Current

The provision of all reasonable accommodations and services is based upon the current impact of the disability on academic performance; it is in the student's best interest to provide recent and appropriate documentation. If documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the individual's performance since the previous assessment, or new medications may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report. The update must include a detailed assessment of the current impact of the ADHD, an interpretive summary of relevant information, and the previous diagnostic report. Documentation of ADHD should include the following: evidence of early impairment, evidence of current impairment, relevant testing information, specific diagnosis, interpretive summary and accommodations with rationale.

Evidence of Early Impairment

Because ADHD is, by definition in the DSM-IV, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following should be included in a comprehensive assessment: clinical summary of objective historical information, establishing symptomology indicative of ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, and past psycho-educational testing; and third party interviews when available.

Evidence of Current Impairment

Statement of Presenting Problem - A history of the individual's present attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

Diagnostic Interview

The information collected for the summary of the diagnostic interview should consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview with information from a variety of sources should include, but not necessarily be limited to, the following:

- History of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time
- Developmental history

- Family history for presence of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner
- Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated
- Relevant psychosocial history, including the absence of a medical basis for the symptoms being evaluated
- A thorough academic history of elementary, secondary, and postsecondary education
- A review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems
- Relevant employment history
- Description of current functional limitations in an educational setting that are a direct result of problems with attention
- Relevant history of prior therapy

Alternative Diagnoses or Explanations

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of ADHD. This process should include exploration of possible alternative diagnoses and medical and psychiatric disorders as well as educational and cultural factors affecting the individual that may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

Specific Diagnosis

The report must include a specific diagnosis of ADHD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of ADHD, avoiding the use of such terms as “suggests,” “is indicative of,” or “attention problems.” Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations do not fit the prescribed diagnostic criteria for ADHD. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation.

Recommendations

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of impact on the individual. The diagnostic report must include specific recommendations for accommodations that are realistic at postsecondary institutions. A detailed explanation as to why each accommodation is recommended must be provided and should be correlated with specific functional limitations determined through interview, observation, and/or testing. If no prior accommodations were provided, the qualified professional and/or the candidate must include a detailed explanation of why no accommodations were needed in the past and why accommodations are needed at this time. Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g. procrastination, disorganization, distractibility, restlessness, boredom, academic under-achievement, or failure, low self-esteem, chronic tardiness or inattendance) from clinically significant impairment, a multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors constitute impairment in a major life activity.

Health-Related Impairments

Documentation of a health-related impairment should consist of a letter or report from a qualified health care professional (e.g. physician).

This report should include the following:

1. Specific diagnosis
2. Functional limitations of the impairment in an academic setting
3. Whether the condition is progressive or stable
4. Whether the condition is mitigated by medication or another form of treatment
5. Side effects of prescribed medication experienced by the individual
6. Suggested recommendations for effective and reasonable accommodations

Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have equal opportunity. An **equal opportunity** means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability. The College is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability.

To determine reasonable accommodations, the Office for Students with Disabilities may seek information from appropriate College personnel regarding the essential standards for courses, programs, services, activities and facilities. Students and the practitioners directly involved in assessing the individual student's disability may provide recommendations for accommodations. However, final determination of reasonable accommodations that will allow the student equal access will be made by the Office for Students with Disabilities.

Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove barriers;
3. Whether or not the student has access to the course, program, service, activity or facility without accommodations;
4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

The Office for Students with Disabilities realizes that reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the environment. Accommodations will be continued only if they are shown to be effective in providing equal access and/or the student receiving accommodations uses them responsibly. The student should make an appointment prior to the start of each semester to discuss ongoing or new accommodations.

Under provision of the ADA regulations, students are guaranteed equal opportunity with no guarantee of specific outcomes. In addition, Valencia Community College reserves the right to define the essential skills for its various degree programs and certificates; to refuse services to students who do not meet the standards establishing them as a person with a disability; and to refuse services to students who do not produce acceptable documentation or who do not follow procedures for accessing services.

Notification to Instructors

Once appropriate documentation has been received and evaluated and accommodations have been approved, a Notification to Instructors form can be generated. The Notification to Instructor (NTI) form lists all the student's approved accommodations. At the student's request, this form is used to communicate with faculty and staff about the accommodations needed for the student to have equal access.

The student is responsible for picking up his/her NTI at the start of each term. In addition, the student is also responsible for talking to each instructor about the accommodations and any adjustments that may need to be made in the course of the term. **If you do not give the NTI to your instructor, the instructor does not have to provide your accommodations.** Accommodations listed on the Notification to Instructors form may change during the course of a student's enrollment due to changes in disability status, disability documentation or program standards and requirements.

Common Academic Adjustments

Some of the academic accommodations that the College provides to students with disabilities may include but are not limited to:

- Accessible classroom/location/furniture
- Priority registration
- Testing Accommodations
- Note takers
- Assistive equipment
- Assistive Technology Software
- Alternate format Materials
- Scribes and readers
- Curriculum modification
- Sign language interpreters/captionist

Priority Registration

Priority registration is available to all students registered with the Office for Students with Disabilities. Generally, priority registration occurs the week before advanced registration. Students are notified of priority registration dates through their Atlas account.

Testing Accommodations

The most common testing accommodations include extended time, testing in distraction-reduced room, tests in alternate formats, interpreted tests, and the use of adaptive equipment. The need for testing accommodations is indicated on the Notification to Instructors form. Students are responsible for arranging testing accommodations with their professor and/or the OSD. Assistive technologies are also available for students to utilize during tests or exams (per documentation). Students need to contact the OSD and the instructor at least one week prior to their testing date to arrange for accommodations if applicable.

Note Taking Assistance

Only qualified students with disabilities may request note takers through the Office for Students with Disabilities. Students should speak with their OSD advisor to determine eligibility for note taker services.

After determination of eligibility, the student will be given a note taker packet that includes a letter to the instructor and note taker announcements. The packet should be given to the instructor as early in the term as possible. If the instructor makes the note taker announcement and no one expresses interest let the Office for Students with Disabilities know that you are having difficulty finding note taking assistance.

Students using note taker services will agree to the following:

1. To attend class as scheduled (students should not expect to receive notes for classes not attended)
2. To arrange a method of receiving notes
3. To let OSD know if notes are inadequate
4. To provide note taker with carbonless paper (available in OSD)

Students using note takers should also understand that the note taker is responsible for note taking in class only. The note taker is not to assist with out-of-class assignments, homework or alternative testing arrangements.

Assistive Technology Equipment

The College has a variety of assistive technologies designed to remove educational barriers for students with disabilities. These include but are not limited to:

- Assistive Listening Device (amplification to assist with hearing or auditory processing)
- Braille
- CCTV (device that enlarges documents placed on its tray)
- Closed-Captioned video and DVD
- Computer for writing, with or without spell checker
- Franklin speller
- Tape recorder
- Trackball and/or accessible keyboard
- Visual Enhancement System (VES)
- Wheelchair desk and/or accessible chair

Assistive Technology Software may include but is not limited to:

- Dragon Naturally Speaking (dictation software)
- Kurzweil (screen reader with study skills tools)
- Other screen readers, e.g. Daisy readers and Jaws
- Zoom Text (magnification software for text and graphics on computer screen)
- Windows XP accessibility options (e.g. sticky keys, on-screen keyboard, etc.)

Textbooks in Alternate Format

Given the length of time necessary to receive/produce alternate format materials, these materials can take up to 20-30 business days to deliver from the time of the request, so students should make their request as soon as possible. Materials requested less than 30 business days prior to the start of a term will be delivered as quickly as possible but are not guaranteed to be delivered by the start of classes.

To receive course materials in alternate format from the Office for Students with Disabilities students must:

- Be registered with OSD
- Be enrolled in the course for which alternate format is being requested
- Purchase class materials and provide proof of purchase
- Meet with an OSD advisor

Students requesting materials in Daisy audio format are strongly encouraged to purchase individual memberships with Recordings for the Blind & Dyslexic (RFB&D): www.rfbd.org. Materials not available through RFB&D may be made available by the OSD in Daisy or other formats (e-text, Braille, etc.).

Reader/Scribe Services

Qualified students with appropriate documentation who OSD has determined to be eligible for this service must make arrangements for reader/scribe services four weeks prior to the first day of class. Readers may be allowed to read in the classroom and/or testing environment. Scribes are responsible for writing down information as dictated by the student in class and/or during testing situations. Readers/scribes cannot do any of the following: explain, re-word, assist with choosing answers on a test, tutor or teach any class materials, do personal tasks or errands or serve as a go-between for the student and the instructor.

CLAS Waiver Requests

Florida State Statute 1008.29 regarding CLAS: It is the intent of the Legislature that the examination of college-level communication and mathematics skills provided in s. 1008.345 (3) serve as a mechanism for students to demonstrate that they have mastered the academic competencies prerequisite to upper-division undergraduate instruction.

Eligibility for a CLAS waiver is determined by Florida Statute 1007.25

1007.25 (b) Any student who, in the best professional opinion of the institution, has a specific learning disability such that the student cannot demonstrate successful mastery of one or more of the authorized examinations but is achieving at the college level in every area despite his or her disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or the chief academic officer for special consideration.

Procedure

1. Complete an application package that must include:
 - a) Fully completed CLAS Waiver Request Form (found in Atlas Account)
 - b) Documentation of disability or letter from the Office of Students with Disabilities if applicable.
 - c) A copy of an unofficial transcript
2. Submit your completed application packet to the Office of Students with Disabilities
 - a) See Request Form for deadlines

The Chairperson of the CLAS Waiver Committee will notify students of the Committee's decision in writing within two weeks of the meeting. Copies of that decision will also be sent to the Records/Graduation Office and Office for Students with Disabilities. It is important that students provide a correct mailing and email address so that they may be notified of a decision as soon as possible.

Students have the right to appeal the Committee's decision to the Chief Learning Officer, (407) 299-5000 or Valencia Community College, P.O. Box 3028, Orlando, FL 32802-3028.

Course Substitution Requests

Course substitutions will be considered only for those students who have documented disabilities. Documentation must specifically show that the student's failure to meet the requirement is related to the disability and must follow the Valencia Community College guidelines for appropriate documentation.

Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements.

Course substitutions are not guaranteed to any student at Valencia Community College. The College has established a collegewide Substitution/CLAS Waiver Committee that has the responsibility to evaluate and make recommendations to the President for all substitution/CLAS waiver requests made by eligible students with documented disabilities.

Eligibility

According to the State of Florida [s. 1007.02(2)], the term "student with a disability" means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

Any student with a disability as defined in s. 1007.02(2), in a public postsecondary educational institution, except those students who have been documented as having mental retardation, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the 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.

[s. 1007.265]

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

1. Formally request a course substitution(s) by scheduling a conference with an advisor in the Office for Students with Disabilities and complete the Valencia Community College Course Substitution Request Form. The OSD advisor will assist in the completion of the steps listed on the back of the request form.
2. Submit a letter that requests a course substitution and explains why the student feels that he/she requires a course substitution(s), describes prior educational experience in the discipline area for which they are requesting a substitution and describes all support/accommodation efforts used in attempts to complete the requirement (e.g. tutorial support, extended test time, note-taking assistance, individual instructor attention, etc.).
3. Submit evidence that documents utilization of all support/accommodation efforts (e.g. letters from instructors, tutorial records, etc.).

Appeal of Course Substitution Committee Decision

1. Within ten (10) working days of the email notification by Valencia regarding the decision of the Course Substitution Committee, the student may appeal in writing to the Chief Learning Officer. The student's written appeal must contain:
 - (a) A statement outlining the background of the case, including all pertinent information the student wishes the Chief Learning Officer to consider.
 - (b) An explanation as to why the appeal is being sought, including the decision or action being sought by the student.
2. The Chief Learning Officer shall set a date to hear the appeal within ten (10) days following receipt of the request. The purpose of the hearing shall be to obtain information on which the Chief Learning Officer can make a decision regarding the appeal.
3. Final determination of the matter shall rest with the Chief Learning Officer who shall promptly transmit the decision in writing to the student and the Course Substitution Committee Chair.

Deaf and Hard of Hearing Services

Valencia Community College welcomes Deaf and Hard of Hearing (DHH) students. DHH students are treated like all other students that come to college; however, there are specific communication needs that must be accommodated.

Interpreters/Captionists (Service Providers)

After a student has met with his or her OSD advisor requesting accommodations and the assistant director and OSD advisor determine service providers are an appropriate accommodation, they will be assigned to the classes for which the student is registered. If changes are made to one's class schedule it is the responsibility of the student to notify the assistant director immediately.

As a result of limited availability of sign language interpreters and real-time captionists, the OSD has identified the following criteria to be considered when prioritizing the assignment of these services:

- Date of request for services (earliest requests are given higher priority)

- Type of class:
Basic or pre-requisite courses required for matriculation will receive high priority
Major/General Education courses will receive high priority
Elective or non-academic courses will receive lower priority
- Availability of alternate times/sections for requested course(s)
- Ability of students to voluntarily take classes with an interpreter already scheduled in the same class at another time
- Availability of accommodations that are as effective as the service requested

Interpreters

All interpreters who work at Valencia have state or RID-NAD certification. They can interpret in ASL or transliterate in CASE.

Captionists

Speech-to-text (real-time captioning) service providers may or may not know how to sign. Speech-to-text services may be one of the following:

- C-print
- CART
- Voice Recognition
- Remote CART

The assistant director is responsible for determining the type of service assigned to a student. Students may request the type of service preferred, however the assistant director will provide the service requested OR a service as effective as the service requested. Service providers are also available outside class.

Note takers are not usually provided for students using real-time captionists. The captionist will provide a transcript within twenty-four (24) hours after class whenever possible. **Students will not receive transcripts of any missed classes.**

Assistive Listening Device(ALD)

An ALD is a personal FM listening system. Poor acoustics caused by noise, reverberation, and distance between the speaker and listener may cause additional difficulty for Deaf and Hard of Hearing students. Some students may benefit from the use of an ALD. ALD's are designed to provide amplification assistance in a classroom environment. ALD's are available for loan from the OSD and may be checked out each term to eligible students. To request the use of an ALD for a term, students must:

- Provide appropriate documentation
- Meet with assistant director to learn how to use the ALD
- Complete an adaptive equipment loan agreement
- Notify and meet with instructors ahead of time to demonstrate the proper use of the ALD
- Report any problems to the assistant director immediately
- Return the ALD promptly to the OSD at the end of the term
- The ALD can be loaned back out to you after the assistant director has made sure it is in good working order

If a student does not return the ALD at the end of each term, the OSD may put a hold on his or her Valencia account.

Class Schedule

It is a very good idea to register for classes during priority registration. After registration, it is the student's responsibility to provide a class schedule to the assistant director as soon as possible or at least two (2) weeks before the start of the term. It is important that the student, the assistant director and the OSD advisor work together to determine reasonable accommodations for each class. The accommodations depend on the documentation presented and on the class. If a student does not register for classes and provide a class schedule to the assistant director at least two (2) weeks before the start of the term, OSD cannot guarantee that he or she will have service providers during the first two (2) weeks of classes. However, OSD will do its best to assign service providers as soon as possible.

Students should meet with their instructors as early as possible to discuss accommodations needed.

Attendance

Students must attend class as scheduled:

Missed Class

If however, a student has an appointment or meeting and knows he or she will miss class, the instructor and the OSD or the assistant director should be notified as soon as possible. If there are any unexpected absences students should contact the OSD or assistant director immediately.

Arriving Late

If a student will be more than fifteen (15) minutes late for a day class and wants the service provider to wait, he or she should contact the OSD or the assistant director as soon as possible. If he or she will be late for an evening class and you want the service provider to wait, send an e-mail or text message to the assistant director.

If a student does not contact us, the service provider will wait fifteen (15) minutes for a one-hour class and twenty (20) minutes for classes that are longer than one (1) hour. After that, the service provider will leave.

Service Provider Absences

If a student arrives to class on the first day and the service provider is not there, wait ten (10) minutes. If there still is no service provider, the student should give his or her name to the instructor so will not be withdrawn from the class, and go to the OSD.

If a service provider fails to show up for an assignment, contact the OSD or the assistant director as soon as possible. Every effort will be made to send a substitute. If no substitute is available, OSD will make arrangements to provide access to any material missed.

Removal of Service Provider

If a student has missed three (3) or more classes during the term without notifying OSD or the assistant director, the student's service provider may be removed after the third absence. The student will need to meet with his or her OSD advisor and the assistant director to restore those services.

In order to get the service provider back in class, a student must:

- See your OSD advisor.
- Notify the assistant director that you will be returning to your class.

If both things are done, then your service provider will be sent back to class. If the student misses one (1) more class after that without notifying the OSD or assistant director, the service provider will be removed permanently for the rest of the term.

Notification of Class Schedule Changes

Notify the assistant director of any class schedule changes at least three (3) days in advance (e.g. if the teacher cancels a Friday class, let OSD or the assistant director know by Tuesday at the latest).

Handling Questions

Questions and comments for the instructor should be addressed directly to the instructor, not to the service provider. The service provider will voice the questions and interpret or caption the instructor's answers. Service providers will never answer the questions themselves.

Service Providers for Outside Class and Special Requests

Students may need a service provider to access Valencia resources, such as tutoring, computer labs, support labs, the library, or for class field trips, meetings and other campus events. To request a service provider for outside class, students must complete the Interpreter/Speech-to-Text Request Form at least three (3) school days before the event. These forms are available on the DHHS website.

Tests

Not all tests can or need to be interpreted. The assistant director will decide after talking with the student and his or her instructor about the interpretation of tests. If there are two (2) interpreters in class and the test will be interpreted, both interpreters are not needed for a test day. Notify the OSD or assistant director of test days so the appropriate changes can be made on the schedule. Service Providers will not automatically be assigned for final exams. During final exam week, all services are by request only. If you want to request a service provider for a final exam, fill out a written request two (2) weeks in advance.

Service Provider Issues/Dispute Resolution

It is advisable that students and service providers maintain a professional relationship.

Resolving Conflict

If there is a conflict between the service provider and the student, the assistant director should be notified as soon as possible. The assistant director will meet with the student and the service provider in an attempt to mediate the problem and reach a solution.

Changing Your Service Provider

Changes in the service provider will not be made without measurable probable cause. If after meeting with the assistant director and service provider, a student is still not satisfied and wishes to have a new service provider placed in his or her class, he or she must:

- Tell the assistant director that he or she is not satisfied.
- The assistant director will talk with and/or observe the service provider in class to see how he or she can improve.

- If no improvements have been made after the next few class meetings and the student is still not satisfied, the assistant director will assign a new service provider to the class.

Parking

Students with disabilities may park in the Disabled Person Parking Only spaces if the vehicle bears a valid State of Florida Disabled Person Parking Permit. Students not requiring disabled person parking may park in the white (General Parking) spaces and must display a current Valencia parking permit. Decals are issued at no cost to students.

Personal Attendants

Valencia Community College is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, etc., should make arrangements to have their own personal attendant. Requesting such services from non-trained individuals on campus could pose a threat to those providing assistance and the individual with the disability and, therefore, those types of requests cannot be accommodated. Link to Personal Attendant Policy Signed Agreement Form: (<http://valenciacc.edu/osd/forms.asp>)

To ensure that students with disabilities are recognized as independent class members, the following guidelines have been established for personal care attendants.

Personal attendants will:

- Attend to the needs for which he/she was hired (e.g. personal care duties such as turning pages, retrieving books, taking off coats, etc.). The Office for Students with Disabilities, not the personal attendant, will ensure that all classroom accommodations (such as note taking or in-class writing) are provided.
- Serve as the student's voice, when appropriate, without offering his/her own perspective. Attendants should not actively participate in the class or in conversations between the student and faculty, staff or other students.
- Demonstrate appropriate classroom behavior.
- Maintain any confidential information about the student.
- Abide by Valencia's Student Code of Conduct (found online in the Student Handbook at (<http://valenciacc.edu/pdf/studenthandbook.pdf>)).
- Abide by all College parking regulations.
- Not give unauthorized assistance to any student (personal care attendant is not responsible for the student's progress or behavior).
- Not provide reading/scribing assistance in a testing situation—the student is responsible for scheduling this accommodation through the Office for Students with Disabilities. (An attendant can be present during a test, if documentation supports this request, but the OSD proctor must be present to administer the test). Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

Timely notification presented to the OSD Office is required if an attendant will need to accompany a student to class. This will enable the OSD Office to complete Notification to Instructor Forms.

Service Animals

According to the Americans with Disabilities Act (ADA), a service animal is defined as “an animal individually trained to do work for the benefit of an individual with a disability including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are impaired to intruders, or pulling a wheelchair and fetching dropped items.” Service animals are permitted to accompany a person with a disability everywhere on campus or off campus as it pertains to curriculum (e.g. internship, field work, etc.). If there are any questions as to whether or not an animal qualifies as a service animal, a determination will be made by the Director of the Office for Students with Disabilities.

In compliance with the ADA, service animals are welcome in all buildings on campus and in any class, meeting or other event. Students with disabilities desiring to use a service animal should first register with OSD. Requirements of service animals and their owners include:

- Dogs must be licensed in accordance to county regulations and wear a vaccination tag.
- Animals must be clean and in good health.
- Animals must be on a leash at all times.
- The owner must be in control of the animal at all times.
- The owner should provide OSD with documentation from an appropriate service provider as to how the animal accommodates their disability.
- The type of animal is limited to non-threatening, domestic animals. Reasonable behavior is expected from service animals while on campus. If a service animal exhibits unacceptable behavior, the owner is expected to employ the proper techniques to correct the situation.

The owners of disruptive and aggressive service animals may be asked to remove the animal from College facilities. If the improper behavior happens repeatedly, the owner may be asked not to bring the service animal into any College facility until they take significant steps to mitigate the problem. This mitigation may include muzzling a barking dog or refresher training for the animal and the owner.

Cleanliness of the service animal is mandatory. Daily grooming and regular bathing should keep dog odor to a minimum. Flea control is essential and preventive measures should be taken. If a flea problem develops, it should be handled immediately in an effective manner.

Service Delivery Issues/Dispute Resolution

Even with the best efforts of everyone involved with service delivery, a problem may occur. If this should happen, the student is strongly encouraged to let the Office for Students with Disabilities know so a solution can be found as quickly as possible. Experience has shown that many times a problem arises because of a misunderstanding or a miscommunication—clarification can be a quick and effective solution. In working to resolve problems, the following steps are recommended:

1. Start by discussing the problem with the person involved.
2. If the matter is still unresolved, communicate with the OSD.
3. If no solution has been found to this point, call and make an appointment to meet with the OSD Director at (407) 582-2177 (voice) or (407) 582-1222 (TTY).
4. If the conflict remains, contact the Assistant Vice President for Student Affairs at (407) 582-4994.

The College will make every effort to resolve conflict by informal means. Throughout any of these procedures the student should expect to be treated with respect and dignity, receive a timely response, and have the issues handled in a confidential manner. The College expects the student to bring up any problems early, give clear and detailed information, follow applicable procedures and be respectful of the people who are involved.

Formal procedures for appealing administrative decisions (6Hx28:10-15) and the academic grievance process (6Hx28:10-13) can be found in the Student Handbook (available in hard copy and online). An individual who believes he or she has been discriminated against on the basis of disability should contact Dr. Stan Stone, Vice President for Human Resources and Diversity, (407) 582-5588.

Students may file a complaint with the Department of Education's Office for Civil Rights at: Atlanta Office; U.S. Department of Education; 61 Forsyth St. S.W., Suite 19T70; Atlanta, GA 30303-3104; Telephone: 404-562-6350; FAX: 404-562-6455; TDD: 404-331-7236; Email: OCR_Atlanta@ed.gov.

Note: The Handbook for Students with Disabilities only highlights College policies, procedures and practices. It is provided generally for personal education and information. Therefore, it cannot be construed as a legal document or contract, nor does it supercede applicable

Federal, State or local laws or College policies. Nothing in the Handbook for Students with Disabilities should be construed as legal advice or a legal opinion.

Appendix 1

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The following list is provided as a helpful resource, but is not intended to be definitive or exhaustive:

Aptitude

Wechsler Adult Intelligence Scale – III(WAIS-III)
Stanford-Binet Intelligence Scale (5th edition)

The Slosson Intelligence Test-Revised and the Kaufman Brief Intelligence Test are primarily screening instruments and are not comprehensive enough to provide the kinds of information necessary to make accommodation determinations.

Academic Achievement

Scholastic Abilities Test for Adults (SATA)
Stanford Test of Academic Skills
Woodcock-Johnson Test of Achievement—Third Edition
Wechsler Individual Achievement Test (WIAT)

or specific achievement tests such as:

Nelson-Denny Reading Skills Test
Stanford Diagnostic Mathematics Test
Test of Written Language (TOWL 3)
Woodcock Reading Mastery Tests – Revised

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The Wide Range Achievement Test – 3 (WRAT-3) is not a comprehensive measure of achievement and, therefore, is not useful if used as the sole measure of achievement.

Information Processing:

Detroit Tests of Learning Aptitude – 4 (DTLA-4)
Detroit Tests of Learning Aptitude – Adult (DTLA-A), information from subtests on the WAIS-III
Woodcock-Johnson Test of Cognitive Abilities—Third Edition
As well as other relevant instruments

Handbook Verification Form

The Valencia Community College Handbook for Students with Disabilities was reviewed with me by a member of the Office for Students with Disabilities (OSD) staff. This is to certify that I have received a copy of the Valencia Community College Handbook for Students with Disabilities and/or I know how to access the online version of the Handbook for Students with Disabilities.

I understand that I am entitled to equal access to programs, courses, and services while I am a student at Valencia Community College. **I also understand that it is my responsibility to notify the OSD when accommodations are not satisfactory or are not effective.** The Office for Students with Disabilities is responsible for notifying me of changes in policies and procedures relating to the provision of services for students with disabilities.

To access the online version of the Valencia Community College Handbook for Students with Disabilities, go to <http://www.valenciacc.edu/osd>.

Student Signature: _____ Date: _____

OSD Staff Signature: _____ Date: _____