



# INDIAN RIVER STATE COLLEGE

## Student Accessibility Services Student Handbook

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## INTRODUCTION

This handbook provides information about IRSC and the wide-range of programs, facilities, services, accommodations and equipment available to students with disabilities. The College provides equal access to quality education and is dedicated to meeting the current and future needs of the diverse populations of St. Lucie, Indian River, Martin and Okeechobee counties. IRSC encourages prospective students to visit, call or email Student Accessibility Services at any IRSC campus for further information.

**IRSC Student Accessibility Services (SAS)** provides auxiliary aid services, equipment, reasonable accommodations and academic advisement to students with documented disabilities. SAS is located on the Main Campus in Fort Pierce at Crews Hall (W-bldg.) - Advising Department. Academic advisement is also available at all IRSC Campuses.

### IRSC Student Accessibility Contact Information

<b>Elizabeth Costello</b> Counselor Main Campus ecostell@irsc.edu 772-462-7782	<b>Leigh Chappell</b> Advisor Chastain Campus cchappel@irsc.edu 772-419-5608	<b>Leslie Simpson</b> Counselor Mueller Campus lsimpson@irsc.edu 772-226-2501
<b>Jacqueline Burke</b> Advisor Main Campus jburke@irsc.edu 772-462-7808	<b>Annie Galland</b> Advisor Pruitt agalland@irsc.edu 772-336-6273	<b>Janine Merriman</b> Counselor Dixon Hendry Campus jmerrima@irsc.edu 863-824-6002

Visit [www.irsc.edu](http://www.irsc.edu). Click **Advising** and then **Student Accessibility Services** or <http://www.irsc.edu/advising/studentdisabilityservices/studentdisabilityservices.aspx?id=4294970196>

### Administration

Marta Y. Cronin, Ed.D.

Vice President of Academic Affairs  
Instructional Committee  
A-225/Main Campus  
(772) 462-7215

Christina T. Hart, Ph.D.

Vice President of Enrollment & Student Services  
A-220/Main Campus  
(772) 462-4702

Eileen Storck

Assistant Dean of Enrollment & Student Services  
W-161/Main Campus  
(772) 462-7805

## **Campus Locations**

### **Main Campus**

3209 Virginia Avenue  
Fort Pierce, FL 34981-5596  
(772) 462-4772

### **Mueller Campus**

6155 College Lane  
Vero Beach, FL 32966  
(772) 226-2500

### **IRSC Blackburn Educational Building**

3002 Avenue D  
Fort Pierce, FL 34947  
(772)-462-7100

### **Chastain Campus**

2400 S.E. Salerno Road  
Stuart, FL 34997  
(772) 419-5600

### **Pruitt Campus**

500 N.W. California Boulevard  
Port St. Lucie, FL 34986  
(772) 336-6200

### **Stuart Square Site**

1994 S.E. Federal Hwy.  
Stuart, FL 34994  
(772)-283-6550

### **Dixon Hendry Campus**

2229 N.W. 9th Avenue  
Okeechobee, FL 34972  
(863) 824-6000

### **Indiantown Education Center**

15655 S.W. Osceola Street  
Indiantown, FL 34956  
(772)-597-5130

### **Treasure Coast Public Safety Training Complex**

4600 Kirby Loop Road  
Fort Pierce, FL 34981  
(772) 462-7150

**IRSC Home Page:** [www.irsc.edu](http://www.irsc.edu)

## **FACULTY LIAISON**

Liaison services between the student and IRSC faculty are provided as needed, by SAS staff. The services may include:

- Notification - Through IRSC Rivermail (email), SAS staff notifies students and instructors of enrollment in a class, any reasonable accommodations needed by the student and the procedures for the accommodations. It is the responsibility of the instructor and the student to discuss the accommodations that will be needed for each individual class.
- Consultation - SAS staff act as a resource in providing information to the faculty regarding the characteristics of certain disability conditions and assists faculty in determining reasonable accommodations.
- Retention - Faculty complete Reach-out emails each semester for students experiencing academic difficulty. Students who receive a Reach-out email are requested to meet with their SAS Counselor to discuss their academic performance and SAS assistance. Students are encouraged to communicate with SAS throughout each semester regarding their academic progress and accommodations.
- Faculty Orientation and Awareness - SAS staff provides information on program services, reasonable accommodations and current laws at annual meetings. The SAS Faculty Handbook may be found on the IRSC intranet.

## AGENCIES PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES

CILO Coalition for Independent Living Options  
*Martin, Okeechobee, and St. Lucie Counties*  
P O. Box 767  
Palm City, FL 34991  
772-485-2488  
avanetten@cilo.org  
www.cilo.org

Space Coast Center for Independent Living (SC-CIL)  
*Brevard and Indian River Counties*  
321-633-6011  
www.spacecoastcil.org

Division of Blind Services  
400 N Congress Avenue, Suite 305  
West Palm Beach, FL 33401  
Main Number: (561) 681-2548  
Toll Free: (866) 225-0794  
Fax: (561) 681-2554  
dbs.myflorida.com

Gulfstream Goodwill Industries  
1715 Tiffany Drive East  
West Palm Beach, FL 33407  
561-848-7200  
<http://www.gulfstreamgoodwill.org/>

Center for Autism and Related Disabilities CARD  
Martin County  
FAU Jupiter Campus  
5353 Parkside Drive MC03  
Jupiter, FL 33458  
561-990-7588  
<http://coe.fau.edu/centersandprograms/card/>

CARD Adult Social Groups for adults with autism  
spectrum disorder ages 18 and older  
Treasure Coast Area  
772-873-3367  
[http://www.coe.fau.edu/centersandprograms/  
card/cardsites.php](http://www.coe.fau.edu/centersandprograms/card/cardsites.php)

ARC of Indian River County  
1375 16th Avenue  
Vero Beach, FL 32960  
772-562-6854  
<http://www.arcir.org/>

ARC of Martin County  
2001 South Kanner Highway  
Stuart, FL 34994  
772-283-2525  
Arcmc.org

ARC of St. Lucie County  
500 South US Highway 1 Suite 101  
Fort Pierce, FL 34950  
772-468-7879  
www.arcofstlucie.org

Social Security Administration  
6810 South US Highway 1  
Port St. Lucie, FL 32966  
1-866-366-1627  
www.ssa.gov

Agency for Persons with Disabilities (APD)  
Southeast Region  
111 South Sapodilla Avenue  
Suite 204  
West Palm Beach, FL 33401  
1-844-766-7520  
[http://apd.myflorida.com/region/south-  
east/](http://apd.myflorida.com/region/south-east/)

Deaf and Hard of Hearing Services of the  
Treasure Coast  
1016 N.E. Jensen Beach Blvd.  
Jensen Beach, FL 34957  
772-334-2233 Voice  
866-229-8886 Toll Free  
1-866-326-7884 VP  
TDD 1-772-334-2299  
Dhhstc.org  
Helping People Succeed (HPS)  
1100 SE South Federal Highway  
Stuart, FL 34994  
772-320-0770  
Hpsfl.org

## Vocational Rehabilitation

*Indian River County*  
6480 20th Street Suite 107  
Vero Beach, FL 32966-1004  
772-778-6348  
www.servicesource.org  
www.rehabworks.org

*Okeechobee County*  
209 S.W. Park Street  
Okeechobee, FL 34974  
863-462-5350  
www.servicesource.org  
www.rehabworks.org

*Martin County*  
2215 South Kanner Highway  
Stuart, FL 34994  
772-221-4095  
www.servicesource.org  
www.rehabworks.org

*St. Lucie County*  
519 N.W. Lake Whitney Place  
Port St. Lucie, FL 34986  
772-873-6550  
www.servicesource.org  
www.rehabworks.org

Space Coast Center for Independent Living  
Inc.  
*Indian River and Brevard Counties*  
571 Haverty Court, Suite W  
Rockledge, FL 32955  
<https://www.sccil.net/>

## Community Transportation

**Indian River County Go-Line**  
686 14th Street  
Vero Beach, FL 32960  
772-569-0760  
<http://www.golineirt.com/>

**Community Coach**  
772-569-0903  
www.seniorresourceassociation.org

**MTM-Martin County**  
789 S Federal Highway #201  
Stuart, FL 32960  
772-266-4971  
www.mtm-inc.net/martincounty

**St. Lucie County Community Services-  
Community Coach**  
437 North 7th Street  
Ft. Pierce, FL 34950  
772-462-1777  
[stlucieco.gov/community/transportation\\_dept](http://stlucieco.gov/community/transportation_dept)

**Treasure Coast Connector**  
1505 Orange Avenue  
Fort Pierce, FL 34950  
772-464-8878  
www.treasurecoastconnector.com

**Veolia Transportation-Okeechobee County**  
1103 US 27 South  
Seabring, FL 33870  
863-382-6004  
www.veoliatransportation.com

## REQUESTING SERVICES AT IRSC

In order to provide reasonable accommodations to students with disabilities, Indian River State College asks for voluntary self-identification of students with a documented disability. This information is kept confidential and is used to provide equal access to all programs, courses and facilities at IRSC. To ensure that services are available on the first day of classes, the student needs to make early contact with Student Accessibility Services at any IRSC campus and provide all medical or psychological documentation. Student Accessibility Services is the only office at IRSC where students with disabilities are to make notification and provide documentation of a disability, when requesting accommodations.

**To be eligible for reasonable accommodations, students must provide all documentation on letterhead, dated and signed by a licensed/certified clinical professional including diagnosis and educational barriers. Documentation guidelines are listed below:**

- Completion of IRSC/Student Accessibility Services forms, including Voter Registration Preference form
- Documentation Requirements  
When requested, a verification letter from a state agency (i.e., Division of Vocational Rehabilitation or Division of Blind Services), indicating whether or not the student is a client and whether or not the agency will be responsible in providing the student with services and/or equipment

## CATEGORIES OF DISABILITIES & SERVICES/EQUIPMENT AVAILABLE

**Specific Learning Disability** - A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

- Psychological, neuropsychological, or psycho-educational evaluation within the past 5 years signed by psychologist with diagnosis and accommodations

**OR**

- Psychological evaluation regardless of date, signed by school psychologist
- IEP with accommodations listed within the past 5 years
- Eligibility and Assignment Staffing form (E & A S F) signed by school psychologist with diagnosis/exceptionality listed, regardless of date (if the psychological evaluation does not indicate diagnosis)
- Letter from school psychologist within the past 5 years on letterhead, indicating diagnosis/exceptionality student received for high school ESE Services, if E & A S F is not available or not signed by school psychologist or no diagnosis/exceptionality is listed.



**Deaf/Hard of Hearing** - A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

- Audiogram within the past 5 years
- Letter from medical doctor or audiologist within the past 5 years with diagnosis and accommodations

**OR**

- Audiogram within the past 5 years
- Letter from medical doctor or audiologist regardless of date (May be a high school form)
- IEP with accommodations listed within the past 5 years

**Visual Impairment** - 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.

- Letter from medical doctor within the past 5 years with diagnosis and accommodations

**OR**

- Vision examination report within the past 5 years signed by ophthalmologist with diagnosis and accommodations

**Orthopedic Impairment** - A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

- Letter from medical doctor within the past 5 years with diagnosis and accommodations

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

- Speech/language evaluation within the past 5 years signed by speech/language pathologist with diagnosis and accommodations

**OR**

- Speech/language evaluation no matter the date, signed by speech/language pathologist
- IEP with accommodations listed within the past 5 years
- Eligibility & Assignment Staffing form (E & A S F) signed by speech/language pathologist with diagnosis and/or exceptionality listed, regardless of date, if speech/language evaluation does not indicate diagnosis

- Letter from school psychologist within the past 5 years on letterhead, indicating diagnosis/exceptionality student received ESE Services for in high school, if E & A S F is not available or not signed by school psychologist or no diagnosis/exceptionality is listed

**Emotional or Behavioral Disability** - Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

- Letter from medical doctor or psychologist within the past 5 years with diagnosis and accommodations

**Autism Spectrum Disorder** - Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

- Letter from medical doctor or psychologist within the past 5 years with diagnosis and accommodations

**Intellectual Disability** - A disorder significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.

- Letter from medical doctor or psychologist within the past 5 years with diagnosis and accommodations

**Traumatic Brain Injury** - An injury to the brain, not of 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 of cognitive ability and/or physical functioning.

- Letter from medical doctor or psychologist within the past 5 years with diagnosis and accommodations

**Other Health Impairment** - Any disability not identified above that can be documented and creates a barrier or other access need.

- Letter from medical doctor or psychologist within the past 5 years with diagnosis and accommodations

### **Confidentiality/Release of Information**

Student Accessibility Services requests permission to inform instructors of the accommodations needed by students with disabilities. Students may also sign a release of information, giving a third party (i.e., parents, spouse, doctor, agency, etc.) permission to contact college personnel to discuss disability, accommodations, and educational progress. It is not required of college personnel to initiate contact with a third party. Students wanting a copy of their documentation on file in SAS will also be required to sign a release of information. If a request for a copy of documentation is made via fax, the student will need to fax a written/signed request, along with a copy of a photo ID (i.e., driver license or passport).

## Accommodations

- tests with extended (double) time and taken in the Assessment Center (AC)
- note-taker
- scribe
- reader
- library access assistance
- extended time to complete in-class assignments (may be completed in the AC and on computer)
- course substitutions/Prep and TABE waivers
- video with audio descriptive narrations
- real-time captioning \*
- sign language interpreter services \*
- closed captioned videos in class and on the web
- may bring laptop to class to take notes
- alternative testing (i.e., speech class)
- wheelchair (computer) desks/separate desks and chairs/ergonomic chairs
- classroom changes for accessibility
- may stand/stretch/leave classroom periodically
- may be absent periodically, allow to make up missing work/test
- instructors face the student and speak clearly
- use of basic calculator \*
- enlarged test materials
- front row/alternative seating

## Equipment

- talking books & equipment (Miley Library)
- digital recorder (SAS)
- reader services/reading machine (SAS/ASC) (+)
- Victor Reader CD player and software (SAS/ASC)
- talking calculator (SAS)
- talking books & equipment (Miley Library)
- textbook on CD (SAS) (++)
- talking computer (ASC) (+)
- voice recognition computer (ASC) (+)
- Braille Embosser and paper (ASC/Miley Library)
- spell checker (SAS)
- CCTV Enlarger Monitor (ASC, Miley Library, Assessment Center) (+)
- adjustable keyboard tray (SAS)
- one-handed computer keyboard (SAS)
- large computer keyboard (SAS/Assessment Center)
- TDD/TTY access (SAS)
- telephone amplifier (SAS)
- personal FM listening device (SAS)
- handheld magnifier (SAS)

(\*) Available through SAS Office

(+) CCTV, JAWS (talking computer), Dragon Naturally Speaking (voice recognition), and Arkenstone Open Book (reading machine) are available in the ASC at all IRSC campuses.

(++) Individual Membership is available through Learning Ally, 20 Roszel Road, Princeton, N.J., 08540

WEBSITE: [www.learningally.org](http://www.learningally.org) PHONE: (609) 452-0606 or toll-free: (800) 221-4792

FAX: (609) 987-8116

## **FEDERAL REHABILITATION ACT**

### **Section 504.**

**Federal Register/Vol. 45, No. 92, Pg. 30937-30944**

Section 504 is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. It provides that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. The 1973 Rehabilitation Act defines a handicapped person as “any person who has a physical or mental impairment which substantially limits one or more major life activities (seeing, hearing, walking, learning, working, speaking, and caring for oneself), has a record of such an impairment, or is regarded as having such an impairment.” Section 504 defines physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of several body systems, or any mental or psychological disorder.

### **Admissions and Recruitment**

Qualified handicapped persons may not, on the basis of handicap, 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 handicapped person. After admission, the recipient may make inquiries on a confidential basis as to handicaps that may require accommodation.

### **Academic Adjustments**

A recipient shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate that 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. A recipient shall take such steps as are necessary to ensure that no handicapped student 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.

### **Rules Preventing Access are Forbidden**

A recipient may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient’s education program or activity.

## **Section 508**

### **General**

Section 508 standards establish a minimum level of accessibility for electronic and information technology to be used by individuals with disabilities. The full range of technologies are covered in the Federal sector, including those used for communication, duplication, computing, storage, presentation, control, transport and production. Also included is an explanation of what is exempt, along with recognized alternatives to what is required that provide equal or greater access.

### **Software Applications and Operating Systems**

Most of the specifications for software pertain to usability for people with vision impairments. For example, one provision requires alternative keyboard navigation, which is essential for people with vision impairments who cannot rely on pointing devices, such as a mouse. Other provisions address animated displays, color and contrast settings, flash rate, and electronic forms, among others.

### **Web-based Intranet and Internet Information and Applications**

The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what's on a computer screen into automated audible output, and refreshable Braille displays.

### **Telecommunications Products**

The criteria of this section are designed primarily to ensure access to people who are deaf or hard of hearing. This includes compatibility with hearing aids, cochlear implants, assistive listening devices, and TTYs. TTYs are devices that enable people with hearing or speech impairments to communicate over the telephone; they typically include an acoustic coupler for the telephone handset, a simplified keyboard and a visible message display. One requirement calls for a standard non-acoustic TTY connection point for telecommunication products that allow voice communication but that do provide TTY functionality.

### **Video or Multimedia Products**

Multimedia products involve more than one media and include, but are not limited to, video programs, narrated slide production and computer generated presentations. Provisions address caption decoder circuitry (for any system with a screen larger than 13 inches) and secondary audio channels for television tuners, including tuner cards for use in computers. The standards also require captioning and audio description for certain training and informational multimedia productions developed or procured by Federal agencies. The standards also provide that viewers be able to turn captioning or video descriptions features on or off.

### **Self Contained, Closed Products**

This section covers products that generally have imbedded software but are often designed in such a way that a user cannot easily attach or install assistive technology. Examples include information kiosks, information transaction machines, copiers, printers, calculators, fax machines and similar types of products. The standards require that access features be built into the system so users do not have to attach an assistive device to it. Other specifications address mechanisms for private listening (handset or a standard headphone jack), touchscreens, auditory output and adjustable volume controls and location of controls in accessible reach ranges.

**Desktop and Portable Computers**

This section focuses on keyboards and other mechanically operated controls, touch screens, use of biometric form of identification and ports and connectors.

**Functional Performance Criteria**

These criteria are designed to ensure that the individual accessible components work together to create an accessible product. They cover operation, including input and control functions, operation of mechanical mechanisms, and access to visual and audible information. These provisions are structured to allow people with sensory or physical disabilities to locate, identify, and operate input, control and mechanical functions and to access the information provided, including text, static or dynamic images, icons, labels, sounds or incidental operating cues.

**Information, Documentation and Support**

The standards also address access to all information, documentation, and support provided to end-users (e.g., Federal employees) of covered technologies. This includes user guides, installation guides for end-user installable devices, and customer support and technical support communications. Such information must be available in alternate formats upon request at no additional charge. Alternate formats or methods of communication, can include Braille, cassette recordings, large print, electronic text, Internet postings, TTY access, and captioning and audio description for video materials.

## **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 universities and colleges), employment, transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973, beyond just those programs receiving federal funding.

The ADA protects all categories of people with disabilities. It affects those who have hidden disabilities such as cancer, diabetes, epilepsy, heart disease and mental illness; people who have a history of a disability but are no longer disabled; people who have been incorrectly classified as having a disability; and those who do not have a disability, but who are treated or perceived by others as having a disability. Of course, the ADA does not include an exhaustive list of all of the specific conditions, diseases or infections that would constitute physical or mental impairments, because of the difficulty of ensuring the comprehensiveness of such a list. The term does include, however, such conditions, diseases and infections as: orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, infection from Human Immunodeficiency Virus (HIV), cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, drug addiction and alcoholism.

### **Employment**

“No covered entity shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment.”

### **Public Services**

“No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination by a department, agency, special purpose district, or other instrumentality of a State or local government.”

### **Public Accommodations**

“No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation.”

### **Telecommunications**

“.....shall ensure that interstate and intrastate telecommunications relay services are available.... to hearing-impaired and speech-impaired individuals in the United States.”

## **ADA Amendments Act (ADAAA)**

The ADAAA was signed into law in 2008. The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that the statutory terms should be interpreted.

Most significantly, the ADAAA:

- Directs EEOC to revise the portion of its regulations that defines the term "substantially limits";
- Expands the definition of "major life activities" by including two non-exhaustive lists:
  1. The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
  2. The second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, respiratory, neurological, brain, circulatory, endocrine, and reproductive functions");
- States that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;
- Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
- Provides that an individual subjected to an action prohibited by the ADA (e.g., failure to hire) because of an actual or perceived impairment will meet the "regarded as" definition of disability, unless the impairment is transitory and minor;
- Provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation; and
- Emphasizes that the definition of "disability" should be interpreted broadly.



## **IRSC STUDENTS WITH DISABILITIES REQUESTING SUBSTITUTIONS OR EXEMPTIONS**

Reasonable substitutions of requirements for admission to the College, admission into a program of study, upper division entry, or for graduation, in addition to exemption of college preparatory and basic skills exit requirements (TABE), shall be provided to eligible students with documented disabilities in accordance with Sections 1007.264 and 1007.265 Florida Statutes and Florida State Board Rules 6A-10.040 and 6A-10.041. Each request will be considered on an individual basis.

### **IRSC REGULATION AND PROCEDURE FOR REQUESTING WAIVER OF TABE EXIT REQUIREMENT FOR VOCATIONAL CERTIFICATE PROGRAMS**

In accordance with Rule 6A-10.040, Basic Skills Requirements for Postsecondary Vocational Certificate, FAC: Adult students with a documented disability who are completing a postsecondary adult vocational program, but have been unsuccessful in obtaining the designated exit criteria on the TABE (Test of Adult Basic Education), may have this requirement waived based on the following procedures.

The student must test and remediate. If scores have not reached the designated exit criteria after remediation, a meeting with the remediation instructor (ASC), the vocational instructor, the appropriate administrator and the student will take place to review exemption of the exit criteria. If the committee agrees that the student possesses the skills and knowledge to be successful in the workplace, and has met all other program requirements, an appropriate certificate will be awarded.

### **IRSC REGULATION AND PROCEDURE FOR REQUESTING REASONABLE SUBSTITUTIONS AND EXEMPTIONS**

#### **Persons Eligible for Reasonable Substitutions and Exemptions:**

A student self-identified through Student Accessibility Services with a documented disability in accordance with 1007.264 and 1007.265 Florida Statutes and 6A-10.041 Florida Administrative Code Rule, may be eligible for reasonable substitutions and/or college preparatory exemption for any requirement for admission to the College, admission into a program of study, upper division entry, or for graduation. The Student Accessibility Services counselor or advisor and the student shall determine if a request for substitution or exemption is appropriate. The student shall formally submit to Student Accessibility Services a written request for substitution and/or preparatory exemption, and provide documentation of a disability, which includes evidence that the failure to meet the requirement is related to the disability. A student desiring to address the

Review Committee regarding his or her eligibility for substitution and/or preparatory exemption must include such a request in the written letter to the Committee. The Vice President of Academic Affairs chairs the Review Committee, which includes four additional members appointed by the President from the Departments of Mathematics and English, a Department of another discipline, and the Institutional Test Administrator.

### **Documentation of Disability**

The student shall present a written request for substitution and/or preparatory exemption and documentation from a certified or licensed professional qualified to diagnose the disability, which documents the nature and degree of the disability, including evidence that the failure to meet the requirement is related to the disability as outlined in 6A-10.041, 1007.264 and 1007.265.

The counselor or advisor submits the request for substitution and/or preparatory exemption and supporting documentation to the Assistant Dean of Enrollment & Student Services, who forwards the completed file to the Review Committee for consideration. The Committee shall approve or deny all requests for substitutions or exemptions. If a request is denied, the student may file an appeal as indicated in the section titled, Student Appeal Process.

### **Identifying Reasonable Substitutions**

The Review Committee identifies reasonable substitutions for admission to the College, admission to a program of study, admission to the upper division, or graduation related to each disability on an individual basis.

### **Making Substitution and Exemption Regulation and Procedure Known to Students**

A statement regarding substitution and/or preparatory exemption requirements has been placed in the online College Catalog, other College publications and on the IRSC website in an effort to make students with disabilities aware of Sections 1007.264 and 1007.265, Florida Statutes, and Florida Administrative Code Rule 6A-10-041.

### **Making Substitution and Exemption Decisions on an Individual Basis**

The counselor or advisor directs and guides students individually and the Review Committee considers each case and makes decisions on an individual basis. In making a determination, the Committee considers if the student's failure to meet the requirement is related to the disability and that the failure to meet the requirement does not constitute a fundamental alteration in the nature of the program. The recommendation of the Review Committee is submitted to the IRSC President for final approval. The Committee shall notify the student in writing whether the request is denied or approved. For requests that are approved, the letter will state the designated reasonable substitution and/or preparatory exemption made for admission to the College, a program of study, or graduation.

### **Student Appeal Process**

If the student's request is denied they may file an appeal by submitting a letter to the Assistant Dean of Enrollment & Student Services. The letter must request a hearing before the Appeals Committee and clearly state in writing the reasons for the appeal. Material witnesses, resource persons, and the student making the appeal may be present during the hearing. Refer to Administrative Procedure AP-7.26, Student Grievance Procedure.

### **Determining Acceptance of Substitution or Waiver by Receiving Institutions**

The student shall obtain information from the college or university to which they will transfer, as to whether each substitution or exemption requested would be accepted by the receiving institution.

### **Accepting Substitutions Granted by State Postsecondary Institutions**

In accordance with Rule 6A-10.041(3), FAC, at a minimum, all substitutions previously granted by a state post-secondary institution will be accepted. However, the College takes into consideration the following factors:

1. Availability of evidence or documentation to support the disability.
2. The substitutions granted by another institution do not constitute a fundamental alteration in the nature of the College program.
3. The student has submitted official transcripts and has successfully completed the substitution requirements granted by the other institution.

## **SERVICE ANIMALS**

In accordance with IRSC Board Policy 6Hx11-8.52 and Administrative Procedure AP-8.52 regarding service animals, the College shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, nor shall the College ask about the nature or extent of a person's disability. The College may make two inquiries to determine whether an animal qualifies as a service animal:

- If the animal is required because of a disability: and
- What work or task the animal has been trained to perform.

Service animals are defined by the U.S. Dept. of Justice, Civil Rights Division (March 15, 2011) as dogs trained to do work or perform tasks for a person with a disability. In addition to dogs, the ADA has established regulations to include miniature horses that have been trained to do work or perform tasks for people with disabilities. The work or tasks performed by a service animal must be directly related to the individual's disability. Dogs and other species of animals also known as 'therapy' dogs/animals (including reptiles, birds, etc.) whose sole function is to provide comfort or emotional support, do not qualify as service animals under the ADA.

Students with disabilities shall be permitted to use service animals in all College facilities where allowed to go, except where service animals are specifically prohibited due to health, environmental, or safety hazards (e.g., certain research laboratories, mechanical rooms, custodial closets, areas where protective clothing is necessary, or areas where there is a danger to the animal).

Pursuant to F.S. 413.08, any trainer of a service animal, while engaged in the training of such an animal, has the same rights and privileges with respect to access to the College facilities and the same responsibility for damages as other persons accompanied by service animals.

The service animal must be harnessed, leashed or tethered, unless these devices interfere with the service animal's work or the student's disability prevents using these devices. In that case, the student must maintain control of the animal through voice, signal, or other effective controls.  
(ADA)

## TRANSITION FROM HIGH SCHOOL TO COLLEGE FOR STUDENTS WITH DISABILITIES

### Laws: Different Laws Apply

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different, and this has led to miscommunication between college and high school staff. Under IDEA, high school special education program procedures may apply primarily to a precise list of disabilities such as “specific learning disability.” In post-secondary institutions, accommodations must be made on a case-by-case basis according to a current functional impairment. In high school, students who use wheelchairs may be considered under a subpart of Section 504 of the Rehabilitation Act and be referred to as their “504” students. However, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions. Misunderstanding comes from the assumption that a “504 Plan” or an IEP developed at a high school will be binding on a college or university. It is not.

High School:	Post Secondary
- Individuals with Disabilities Education Act (IDEA)	- Section 504 of the Rehabilitation Act of 1973
- Section 504 of the Rehabilitation Act of 1973 (See Subpart D)	- Americans with Disabilities Act
- Americans with Disabilities Act	- Civil Right Restoration Act

At the post secondary level, student responsibilities change as follows:

### ***Students have a responsibility to:***

- **Self identify** or disclose the disability to the designated office for disability services if they want to receive accommodations. At Indian River State College, this office is called Student Accessibility Services.
- **Obtain** and **Provide** documentation such as psycho-educational test results, or physician’s report. The documentation should verify the disability, describe the extent of the impairment, and provide information that supports the need for specific accommodations.
- **Take** specific action to request those accommodations for their disabilities.
- **Act** as independent adults; use appropriate self-advocacy strategies.
- **Contact** their instructors to activate accommodations for each class.
- **Arrange** for and obtain their own personal attendants, individual tutoring and specifically fitted or designed assistive technologies.

### ***Post secondary institutions are not required to:***

- Provide specialized personal equipment (i.e., wheelchair, crutches, etc.)
- Substitute or waive any of the essential requirements of a course or program.
- Conduct testing and assessment of learning, psychological, or medical disabilities.
- Provide personal attendants.
- Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise qualified for those services).
- Prepare “Individual Education Plans” (IEPs).
- Provide transportation between home and college or around campus.

<i>In high school, the school has responsibilities which include the following:</i>	<i>The post-secondary level institutional role changes as follows:</i>
<b>Identify</b> students with disabilities	<b>Protect</b> a student's right to privacy and confidentiality
<b>Provide</b> assessment of learning disabilities	<b>Provide</b> access to programs and services, for persons with disabilities
<b>Classify</b> disabilities according to specified diagnostic categories	<b>Inform</b> students of office location and procedures for requesting accommodations
<b>Involve</b> parents or guardians in placement decisions	<b>Accept</b> and evaluate verifying documentation
Provide certain non-academic services	<b>Determine</b> that a mental or physical impairment causes a substantial limitation of a major life activity based on student-provided verifying documents
<b>Place</b> students in programs where they can benefit (in any way) by placement committee with parent participation and approval	<b>Determine</b> for students who are otherwise qualified for participation in the program or service, with or without accommodations, whether reasonable accommodations are possible
<b>Structure</b> a large part of the student's weekly schedule	<b>Make</b> reasonable accommodations for students who meet the above qualifying criteria
<b>Modify</b> educational programs	<b>Provide</b> reasonable access to programs and service choices equal to those available to the general public
<b>Prepare</b> Individualized Education Plans (IEPs)	<b>Suggest</b> reasonable adjustments in teaching methods which do not alter the essential content of a course or program
<b>Provide</b> a free and appropriate education	<b>Assure</b> that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA
<b>Provide</b> appropriate services by the school nurse or health service.	<b>Inform</b> students of their rights and responsibilities.

Other differences exist for post-secondary institutions that provide housing programs, health services, psychological counseling services and extensive international programs.

**Remember:**

**Privacy** – Students in colleges and universities are considered adults, with privacy and confidentiality protections. College staff cannot talk with parents and guardians about a student’s academic activities as was typical in K-12, unless the student has given consent by signing a Release of Information form.

**Eligibility** – Special education services in high school are diagnosis driven (i.e., the students must be diagnosed as having one of eleven specified conditions). Eligibility for reasonable accommodations in post-secondary institutions is driven by severity of impact on a major life activity.

**Preparedness** – College students must structure and plan their own study time; colleges do not arrange study periods or provide for time to do homework during classes. Professors and classes may differ regarding attendance requirements, scheduling assignment due dates and exams. The student must study each professor’s syllabus for each class to determine the requirements and what will be expected.

**INDIAN RIVER STATE COLLEGE  
NON-DISCRIMINATION/NON-HARASSMENT POLICY STATEMENT**

Information regarding the Non-Discrimination/Non-Harassment Policy can be found in the IRSC Student Handbook/Planner or online at [www.irsc.edu](http://www.irsc.edu). Click **HR/Jobs** and then **Equal Access/Opportunity**.

**INDIAN RIVER STATE COLLEGE  
EQUAL ACCESS/EQUAL OPPORTUNITY STATEMENT**

Indian River State College is an equal opportunity/equal access institution. It is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all (including applicants for employment, employees, applicants for admission, students, and others affiliated with the College) without regard to race, color, national origin, ethnicity, sex, pregnancy, religion, age, disability, sexual orientation, marital status, veteran status, or genetic information.

**Equity Coordinator and ADA-504 Compliance Officer**

Equity Officer  
& Title IX Coordinator

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