

FSCJ

Florida State College
at Jacksonville



GUIDE TO ACCESSIBILITY SERVICES





GUIDE TO ACCESSIBILITY SERVICES

Florida State College at Jacksonville (FSCJ) recognizes the importance of assisting and encouraging all students to reach their full potential. In accordance with the Americans with Disabilities Act (ADA), the Americans with Disabilities Act as amended in 2008, and Section 504 of the Rehabilitation Act of 1973, the College ensures that its admission requirements are uniformly applied, and that its services, activities, facilities and academic programs are accessible to and usable by all qualified students. Student Support Services (SSS) implements and coordinates reasonable accommodations and disability-related services to promote full participation of individuals with disabilities in all aspects of college life.

TABLE OF CONTENTS

1. Eligibility and Documentation	4
2. Categories of Disability	4
3. Confidentiality	5
4. Accommodations	6
5. Testing Accommodations/Adjustments	7
6. Other Accommodations/Adjustments	8
7. Grievances and Complaints	10

1. Eligibility and Documentation

To be eligible to receive academic accommodations, students must self-identify their disability to Student Support Services (SSS) by contacting either the Student Support Coordinator or Associate Director of Student Services. The student must then complete the public request form online in Accommodate and upload documentation of disability.

Documentation should include:

- Student name
- Diagnosis of the disability
- Indicate how the disability impacts learning or classroom performance
- Include recommendations for reasonable academic accommodations or adjustments supported by the documentation
- Include a copy of IEP and Standards of Progress, if documentation is from a school
- Be on letterhead and signed by the medical doctor or psychologist
- Be less than five years old

2. Categories of Disability

The nine categories of disabilities utilized to determine academic accommodations include:

- **Chronic systemic conditions** affect one or more of the systems of the body and include conditions such as cancer, diabetes, epilepsy and HIV-AIDS.
- **Hearing disabilities** can range from students who have difficulty hearing, have lost hearing in one ear, or are completely deaf. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 and 4000 (Hz), unaided, in the better ear.
- **Learning disabilities** refers to significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and/or mathematical abilities, with the presence of at least average intelligence. This includes conditions such as dyslexia, dyscalculia and dysgraphia, and can be extended to include attention deficit disorder.
- **Mobility impairments** range from very limited stamina to paralysis of the lower or upper extremities and may include conditions such as arthritis, back disorders, cerebral palsy, spinal cord injuries and neuromuscular disorders.
- **Psychiatric disabilities** refer to a diagnosis of a mental disorder from a licensed professional and may include conditions such as depression, bipolar disorder, anxiety disorder and schizophrenia.
- **Vision disabilities** include low vision, total blindness and partial sight such as impaired field of vision. 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.
- **Autism Spectrum Disorder** is characterized by an uneven developmental profile and a pattern of qualitative impairment in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped pattern of behavior, interests or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
- **Traumatic Brain Injury** refers to 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.
- **Intellectual Disability** refers to 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.
- **Speech/Language impairments** include disorders of language, articulation, fluency or voice which interfere with communication, pre-academic or academic learning, vocational training or social adjustment.



3. Confidentiality

Pursuant to Public Law 93-380, the Family Educational Rights and Privacy Act of 1974 (FERPA), students and their parents are advised of certain practices and procedures at FSCJ which relate to student records. Once students reach the age of 18 or are enrolled at a postsecondary institution, parents no longer have any rights to student information under this act unless students give written consent to release the information to their parents or the parents provide evidence that students are dependents of the parents as defined in section 152 of the Internal Revenue

Code of 1954. Please review the Student Records and Privacy section of the current College catalog for additional information. Students may sign a FERPA Release Form to grant parents access to some information. Students working with SSS who require some parental assistance may sign a confidentiality release form to allow SSS personnel and the parent or advocate of the student access to private information. Please note that as a student with disabilities you can elect to revoke use of either of these release forms at any time, with a written request.

4. Accommodations

Academic accommodations are available to students who identify themselves as having a disability and as being otherwise qualified for admission to the College. Each student is responsible for providing documentation of his or her disability and requesting appropriate accommodations. The intent of academic accommodations is to provide students with disabilities similar opportunities for success and for mastery of academic skills. Each student's case is assessed individually based on documented evidence from appropriate medical and clinical professionals regarding the student's disability and a comprehensive interview with the student and the Student Support Coordinator or Associate Director.

Services are available to students enrolled in the College's Degree and Certificate programs, Workforce and Career Technical Education, Continuing Education, or individuals completing assessments offered at FSCJ Assessment and Certification Centers.

Students are required to request accommodations each term and to notify our office with any changes pertaining to enrollment, class schedules, or other situations effecting academic progress.

Interpreters/CART *(Communication Access in Real Time)*
(We will make every attempt to honor an interpreter/CART request, but due to scheduling, one week notice is requested for this accommodation request.)

Please email interpreterservices@fscj.edu to request an interpreter or AccommodateMe@fscj.edu for CART services for your classes and/or campus activities. Assignment of interpreters/CART providers will be made at the discretion of Student Support Services (SSS) while taking into account the difficulty of the course, the skill level/certification level of the interpreter and the needs of the student. All students utilizing sign language interpreters or CART services should review and sign the Interpreter/CART agreement form and return to the Student Support Coordinator.

Notetakers *(One week notice is requested.)*

Notetakers may be provided to students who have difficulty with taking notes on their own. However,

if we are unable to fill a student request, we may ask the instructor to seek a volunteer notetaker from the class. Notetakers are not available for services off-campus.

Audio Record Class Lectures

Students who are eligible for note-taking services may choose to audio record lectures so that a note-taker would not be needed in the class. Audio recording of mathematics and science lectures is usually not very effective and a note-taker may be required. Students may use their own audio recorders, or SSS will loan the student a recorder for use in the classroom.

Note: Instructors should accommodate qualified students by allowing lectures to be recorded. Faculty is asked to assist students who are unable to operate the audio recorder by designating a volunteer to operate the recorder.

Readers *(One week notice requested.)*

A reader would be recommended for a student with a visual impairment or a learning disability that affects reading. SSS may approve reader services for in-class assignment, testing or other activities required outside of the classroom with prior approval from the SSS Coordinator or Associate Director. Readers are not available for services off-campus. The reader is usually the same person as the note-taker in the class. The reader may also be used during tests and quizzes unless the faculty member has made alternative arrangements to test the student.

Scribes *(One week notice requested.)*

A scribe would be recommended for a student who is unable to perform prolonged writing required for assignments due to a visual or physical impairment. SSS may approve scribe services for in-class assignment, testing or other activities required outside of the classroom with prior approval from the SSS Coordinator or Associate Director. Scribes are not available for services off-campus. The scribe may also be used during tests and quizzes unless the faculty member has made alternative arrangements to test the student. The scribe is often the same person as the note-taker in the classroom.

5. Testing Accommodations/ Adjustments *(One week notice is required.)*

Extended Time

A student with a disability may need to have extended time for testing. Double time is the recommended standard. For example, if the class is provided two hours to complete an exam, the student with a disability would be allowed four hours to complete the exam. However, some students require triple time or un-timed tests. The instructor and student will determine a mutually agreeable time and place for the examination, which allows for this accommodation. The faculty member's office, classroom, assessment center or Student Support Services (SSS) office may be used for the extended time environment. It is expected that the student would begin the examination at the specified time. Students who are late to the examination will lose that portion of the examination period. The student with a disability should be given the same format for the examination.

Note: Some certification examinations have their own time guidelines. Extended time or other changes with regard to these certification examinations may require approval from a governing board outside of FSCJ.

Individual or Private Testing

SSS will specify if a student is eligible for either testing accommodation. If feasible, individual testing can be done by the professor in the classroom. Otherwise, private testing rooms are available and, in such cases, the assessment center will proctor.

Examination in Sections

Some students may not be able to test for an extended block of time and complete the examination based on their inability to sustain attention, or their lack of physical ability or stamina. The student may need to take a break, have a snack or take the test over a two-day period. In these cases, faculty can work closely with the assessment center to ensure that the student is only given the test in specified portions.

Testing with Assistive Technology

Students with visual impairments may be able to test in a private testing room using the assessment center's adaptive software. The instructor will provide the test to the assessment center in an accessible electronic format. The student must be familiar with screen reader or magnifier/reader software for this option to be used.

Note: Screen reader software is not compatible with mathematics courses and does not work with charts, graphs, illustrations or pictures.

Readers and Scribes

The reader or scribe may be used during the testing process. Readers are advised to read the test verbatim and not to interpret the examination for the student. Scribes are advised to record the student's responses verbatim and not edit, correct grammar, correct spelling of course-specific terminology, or change conceptual misapprehensions dictated by the student.

Alternatives for Documenting Test Answers

Students who have visual impairments or difficulty with tracking may be allowed to write answers directly on tests, or have a scribe assist in documenting their answers on test answer sheets, such as the Scantron/NCS sheets for multiple choice fill-in-the-bubble scoring sheets.

Calculators

Calculators are recommended for students with learning disabilities in mathematics that affect calculation. The calculator must be approved by the instructor, as certain calculator functions may be testable material. These students are allowed to use the calculators for all in-class assignments and tests and state exit exams.

Formula Cards

Formula cards are recommended for students with disabilities that affect memory. Formula cards to be used in the assessment center for testing must be approved and initialed by the instructor. These students are allowed to use the formula cards for all in-class assignments and tests and state exit exams.

Spelling Accommodations

Students who have learning disabilities that affect their ability to spell are eligible for one of several accommodations in testing or in-class assignment situations. Faculty or students receiving this spelling accommodation may choose to offer the student one or more of the following options:

1. The use of a dictionary
2. The use of an electronic dictionary/spellchecker
3. Reduced penalty for spelling errors (*Example: If two points are deducted for each misspelled word, the student with a disability would have a one-point deduction for each misspelled word.*)

Faculty may choose to break test or assignments into sections for these students. Those sections in which spelling is part of the test or assignment would be eligible for one of the accommodations listed, but not for the other parts of the test or assignment where spelling is not part of the grading structure.

Note: If spelling is a fundamental element used in grading, SSS should be contacted to discuss possible alternatives.

6. Other Accommodations/Adjustments

Adjustable Tables/Desks

(One week notice is required.)

Students who have physical disabilities or utilize wheelchairs for mobility may be provided adjustable tables or adaptive desks to accommodate their needs.

Ergonomic Chairs

(One week notice is required.)

Students who have physical disabilities may be provided ergonomic chairs that accommodate their needs.

Preferential Seating

Students may need to have a seat reserved in the front area of the room.

Physical Adjustments/Comfort Breaks

Students occasionally may need to change positions due to medical conditions. In some

cases, this may involve elevating a limb or leaving the classroom for brief periods of time. Examples of medical conditions that may require adjustments or breaks include bowel or bladder conditions, physical impairments or physical trauma. The faculty member and the student should mutually determine how the accommodation can be implemented for the course in general, and for specific circumstances such as in-class assignments or lengthy examinations.

Extended Time (in-class assignments)

A student with a disability may need to have extended time for in-class or online assignments for which students are graded. Double time is the recommended standard, while some students require additional time. The instructor and student will determine a mutually agreeable time and place to complete the assignment, which will allow for this accommodation. The faculty member's office, classroom, assessment center or Student Support Services (SSS) may be used for the extended time environment.

Extended Time (assignments with deadlines)

Students occasionally may need leniency on deadlines for assignments. This accommodation is meant to provide a student the opportunity to submit work past the formal due date, without penalty, due to circumstances related to their disability. Examples of reasons a student is unable to meet a deadline may include sudden hospitalization or unforeseen technical barriers directly related to their disability (college is unable to provide alternative format textbooks or course materials needed for their participation in a timely manner). The student is to notify Student Support Services (SSS) when they will be unable to submit their work by the original deadline. SSS will contact the professor and coordinate extended time for the assignment based on the nature of the assignment and the student's situation. The extended time must be requested by the student and approved by the student support coordinator or associate director. Documentation may be required if more than a one-week extension is being requested.

Disability-Related Absences

Students who have chronic conditions and anticipate medical treatment and/or hospitalization

that could affect their attendance during the term should develop a plan with their instructors at the beginning of the term regarding the use of this accommodation. For example, the student will contact the instructor via phone or email to advise of the specific circumstances and to determine how coursework, projects, presentations and testing will be completed and/or made up upon the student's return to class. In some situations, an incomplete agreement in the course can be drafted if the student has met the incomplete grade requirements. In other situations, class participation may be required for coursework or labs which cannot be made up, or the number of clock hours needed for the course cannot be made up, and the student will have to retake the course.

Assistive listening devices (ALD)

ALD are recommended for students with hearing impairments. The student will provide the faculty member with a microphone and transmitter, and the student will wear headphones and have a receiver. This allows lectures to be heard clearly by the student. When using an ALD, the instructor should repeat questions raised by other students in class prior to answering so the hearing-impaired student will have a clear understanding of what has been asked and how the answer relates to the question.

Assistive Technology/Software

(Typically one week advance notice is required.)

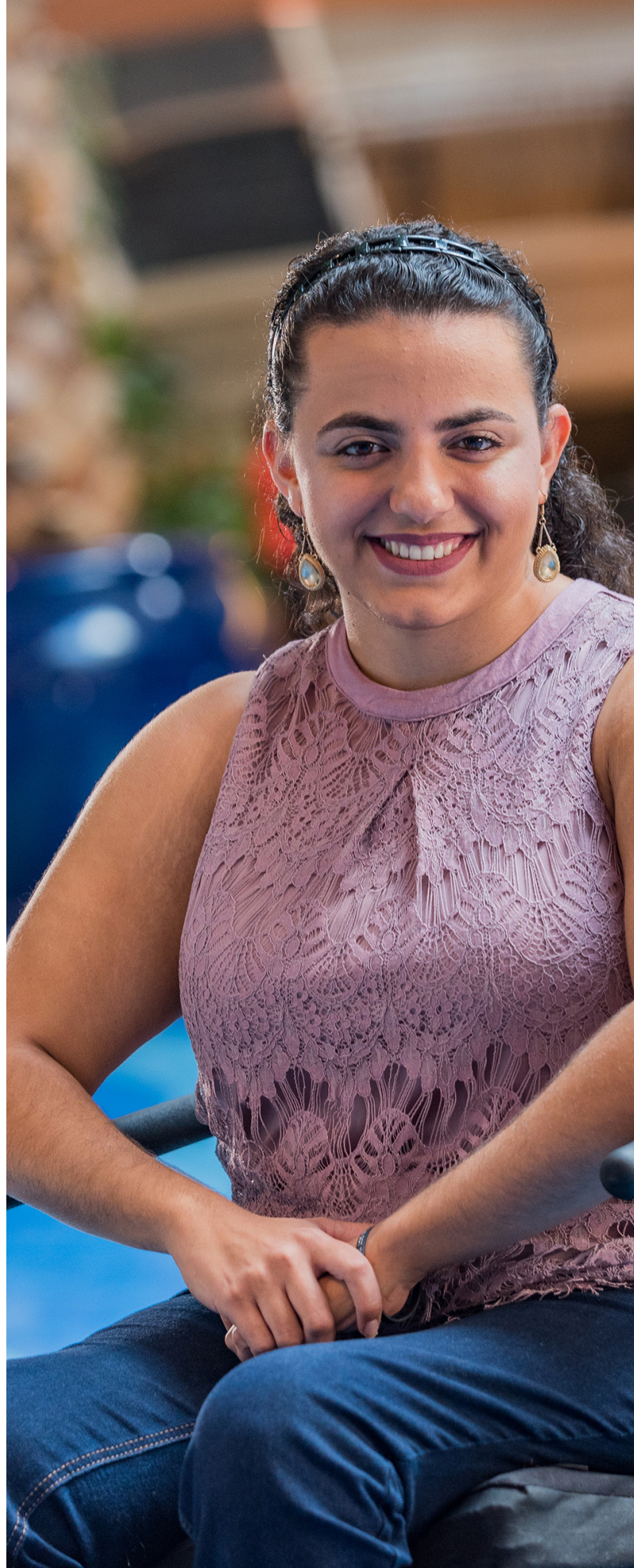
The College has licenses for the following software available for use:

- JAWS (screen reading software)
- Zoomtext (screen magnification software)
- Openbook (scanning and reading software)

Adaptive Equipment

The following adaptive equipment is available for loan through the SSS.

- Assistive listening devices and FM systems
- Dictionary spell-checkers
- Talking dictionary spell-checkers
- Calculators
- Talking calculators
- Specialized keyboards
- Victor Readers (used with audio books)
- Magnifiers



Alternative Text/Alternative Formatted Materials

(This accommodation request requires advanced notice as it usually requires 10-15 business days to complete.)

The College has an institutional membership with AccessTextNetwork and Bookshare. In addition, books in alternative format books can be requested through the publisher. It should be noted that the student is responsible for purchase of the book prior to making a request for a book in alternative format. Students are also required to provide a copy of receipt(s) to SSS before a request can be completed. Other alternative options for written course materials and professor-issued texts could include:

- Openbook software for creating digitized text or audio materials if needed
- Enlarged text
- Braille text
- Electronic format (Word or PDF)

Magnifiers

Magnifiers are recommended for students with visual impairments so the students can magnify tests and other materials distributed or used in class. Students must provide their own magnifiers for this purpose. SSS will loan the student a magnifier prior to class or tests.

Substitutions and Waivers

(Request must be made 45 days prior to registration.)

Admitted College students with disabilities are eligible for reasonable substitution for any graduation or program admission requirement where such a substitution does not significantly

alter the nature of the program, and does not constitute a fundamental alteration in the nature of the program. Examples may include substitution for a waiver of mathematics, speech or foreign language requirements, and/or waiver TABE for completion of a vocational program, when appropriate. If you are requesting a substitution and/or waiver, please initiate contact with SSS.

Computer Labs

The College has computer labs available for student use on every campus and center. In addition, students with disabilities have access to an adaptive technology lab on each campus with adaptive software and equipment listed above available for student use.

Voter Registration

Voter registration is available at all SSS.

7. Grievances and Complaints

Students with concerns about the services they are receiving are encouraged to contact the Student Support Coordinator or Associate Director of Student Services. They would be the most knowledgeable about your case and can mediate a resolution with faculty, staff and/or an Academic Dean on the student's behalf. The College prefers to resolve any student complaint in a timely manner, so early notification is critical. Although students are encouraged to attempt to resolve your grievance with College personnel, you have the right to file a complaint with the Office of Civil Rights. Another resource within the College to review your complaint would be the Ombudsman.





If you have questions or need assistance, contact us.

Downtown Campus

Jamie Stater, Student Support Coordinator

101 W. State St., Room A1119

Jacksonville, FL 32202

Phone: (904) 633-8488

Fax: (904) 633-5975

jamie.stater@fscj.edu

Kent Campus and Cecil Center

Ashlee Holloway, Student Support Coordinator

3939 Roosevelt Blvd., Room B102C

Jacksonville, FL 32205

Phone: (904) 381-3500

Fax: (904) 633-5975

ashlee.holloway@fscj.edu

North Campus and Nassau Center

Michelle McLamb, Student Support

Coordinator 4501 Capper Rd., Room E0139

Jacksonville, FL 32218

Phone: (904) 766-6784

Fax: (904) 633-5975

mmclamb@fscj.edu

Deerwood Center

Raquel Gonzalez, Student Support Coordinator

9911 Old Baymeadows Road, Room D2428

Jacksonville, FL 32256

Phone: (904) 997-2689

Fax: (904) 633-5975

raquel.gonzalez@fscj.edu

South Campus

Kelly Harbert, Student Support Coordinator

11901 Beach Blvd., U123

Jacksonville, FL 32246

Phone: (904) 646-2191

Fax: (904) 633-5975

kelly.harbert@fscj.edu

Denise Giarrusso

Associate Director of Student Services

601 West State Street

Jacksonville, FL 32202

Phone: (904) 633-5904

Fax: (904) 633-5975

Denise.Giarrusso@fscj.edu

Sign Language Interpreters

You may email: interpreter services to make a request, or contact our staff interpreters at (904) 632-5008 or through video phone at (904) 352-1661.

interpreterservices@fscj.edu

Tracy Hagemann, Student Support Interpreter

thageman@fscj.edu

Lisa Sproul Davis, Student Support Interpreter

Lisa.Sproul@fscj.edu

