

The Office of Services for Students with Disabilities

Student Handbook



HCC

This handbook is available in alternate formats upon request.

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The Office of Services for Students with Disabilities

Hillsborough Community College's Office of Services for Students with Disabilities (OSSD) provides services to all qualified students with disabilities as defined by law. It is HCC's goal to promote academic accessibility and success for all students and this manual serves as a resource for those requiring assistance. The information contained in this manual includes the services offered by the college, the procedures to request services and the supporting documentation required to receive services.

Who is Eligible

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

No otherwise qualified individual with a disability shall, solely by reason of his or her 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 academic 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.]) at (<http://www.ada.gov/>).

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 the following:

- ADHD
- AIDS
- Arthritis
- Autism Spectrum Disorders
- Blindness/Visual Impairment
- Cancer
- Cardiac Disease
- Cerebral Palsy
- Deafness/Hearing Impairment
- Diabetes
- Dyslexia
- Epilepsy/Seizure Disorders
- Multiple Sclerosis
- Muscular Dystrophy
- Orthopedic/Mobility Impairment
- Psychiatric Disorders
- Specific Learning Disability
- Speech/Language Disorders
- Spinal Cord Injury
- Tourette's Syndrome
- Traumatic Brain Injury

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 academic adjustment 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 academic adjustments, 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 OSSD if reasonable academic adjustments are not implemented in an effective or timely manner.

Hillsborough Community College has the responsibility:

- to provide information to students with disabilities in accessible formats upon request;
- to ensure that courses, programs, activities, and facilities, when viewed in

their entirety, are available and usable;

- to evaluate students on their abilities and not their disabilities;
- to provide or arrange reasonable academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities, and facilities;
- to maintain appropriate confidentiality of records and communication.

OSSD Registration Process

The first step in the eligibility process is to submit appropriate documentation of disability to the OSSD. The documentation provided must establish the individual as a person with a disability and provide a rationale for academic adjustments. The College is obligated to make academic adjustments only to the known limitations of an otherwise qualified student with disability.

To request academic adjustments from the College, the student must complete the following steps in the OSSD registration process:

- provide appropriate documentation of the disability for which academic adjustments are being requested;
- meet with an OSSD staff member to review documentation, request reasonable academic adjustments and complete the student intake process;
- notify the instructor of the approved academic adjustment through the Academic Adjustment Memorandum provided by OSSD.

Until all steps of the registration process have been completed, the student will be considered pending with OSSD and will not be eligible for services or academic adjustments.

Disability Related Documentation

It is the student's responsibility to provide current and complete documentation from a licensed professional. If the documentation is acceptable then OSSD will determine appropriate academic adjustments at that time through an interactive process with the student. Documentation varies depending on the specific disability; each student's documentation is individually reviewed. If OSSD determines the presented documentation to be incomplete, vague, or outdated, the student must provide appropriate documentation **before** services can be provided.

Professionals conducting the assessment must be qualified to do so. Information describing the certification and/or licensure of the individuals should be included. The professional documenting the disability must be identified by name, title, and professional credentials. It is typically not permissible for the diagnostician to be a family member or close friend. In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this documentation.

All documentation must be on letterhead, dated, and typed, in the form of a letter, report, psychological evaluation, or High School IEP/504 plan. At the very minimum,

reports should include the information as listed below.

Documentation Requirements

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. Signature of qualified professional
5. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including current medication compliance, side effects (if relevant), and response to medication.
6. Effectiveness of treatments, and/or assistive devices currently prescribed.

Specific Diagnosis

The report must include a specific diagnosis. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator should use definitive language avoiding such words as “suggests,” “have problems with,” or “may have problems.”

Requested Academic adjustments

The evaluator should describe the degree of impact of the diagnosed 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 academic adjustments and the functional limitations of the individual that are pertinent to the anticipated academic setting. Academic adjustments may be provided only when a clear and convincing rationale is made for the necessity of the academic adjustments. A diagnosis in and of itself does not automatically warrant approval of requested academic adjustments. A prior history of academic adjustments, without demonstration of current need, does not in and of itself warrant the provision of academic adjustments.

To determine the student’s eligibility for academic adjustments, OSSD will need the assessment and diagnosis of the student’s disability. The information is to be completed and signed by the health care professional.

Guidelines for Documentation for Specific Learning Disability

Should be in the form of a Psychological Evaluation

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 the 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 current medication compliance, side effects (if relevant), and response to medication.
8. Recommendations for academic adjustments
9. Assessment Data

Specific Learning Disability Definition

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 physical disability, to intellectual disability, emotional disturbance, or to an environmental deprivation.

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. The 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. 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 academic adjustment. The particular profile of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate academic adjustments. 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. The report should include an indication as to why specific academic adjustments are needed and how the effects of the specific disability are accommodated.

Recommendations for Academic Adjustments

It is important to realize that academic adjustment needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of academic adjustment does not, in and of itself, warrant the provision of a similar academic adjustment. The diagnostic report should include specific recommendations for academic adjustments as well as an explanation as to why each academic adjustment 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.

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 – IV (WAIS-IV)
- 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 academic adjustment determinations.

Academic Achievement

- 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 4)
- Woodcock Reading Mastery Tests – Third edition

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 – 4 (WRAT-4) is not a comprehensive measure of achievement and, therefore, is not useful if used as the sole measure of achievement.**

Information Processing

- Woodcock-Johnson Test of Cognitive Abilities—Third Edition

Other Documentation Accepted

An IEP (Individualized Education Plan) will be accepted for basic academic adjustments i.e. extra time on tests and in-class assignments, and use of a tape recorder. The IEP must have a diagnosis and signature page.

Guidelines for Documentation of Visual Disability

Documentation should be in the form of an evaluation or medical letter from an Ophthalmologist or Optometrist.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time
6. An ocular assessment or evaluation from an ophthalmologist, or low-vision evaluation of residual visual function, where appropriate, that should assess the student's visual loss both with and without the use of mitigating measures, such as the use of eyeglasses or other sensory devices.
7. An assessment of functional limitations of the visual disability.
8. Recommendations for academic adjustments that address the student's functional impairments, with particular regard to assistive technology and alternate formats for print and a rationale in support of each recommendation

Guidelines for Documentation of a Hearing Disability

Should be in the form of an evaluation or audiology report.

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 and historical 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 the 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 current medication compliance, side effects (if relevant), and response to medication.
8. An audio logical evaluation and/or audiogram which should assess the student's hearing loss (dB levels) both with and without the use of mitigating measures, such as the use of hearing aids.
9. Recommendations for academic adjustments that address the student's functional impairments, with particular regard to communication devices and methods and description of current functional limitations in the academic environment, as well as across other settings.

Guidelines for Other Disabilities

Emotional or Behavioral Disability

Should be in the form of a formal letter or medical report.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including the current medication compliance, side effects (if relevant), and response to medication.
7. Recommendations for academic adjustments.

Autism Spectrum Disorder

Should be in the form of an evaluation, formal letter, or medical report.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including the current medication compliance, side effects (if relevant), and response to medication.
7. Recommendations for academic adjustments.

Traumatic Brain Injury

Should be in the form of an evaluation, formal letter, or medical report.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including the current medication compliance, side effects (if relevant), and response to medication.
7. Recommendations for academic adjustments.

Speech/Language Impairment

Should be in the form of an evaluation or formal letter from a speech pathologist.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including the current medication compliance, side effects (if relevant), and response to medication.
7. Recommendations for academic adjustments.

Orthopedic Impairment

Should be in the form of a formal letter or medical report.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. A description of current functional limitations in the academic environment as well as across other settings. Relevant medical and medication history, including the current medication compliance, side effects (if relevant), and response to medication.
7. Recommendations for academic adjustments.

Attention Deficit Hyperactivity Disorder

Should be in the form of a formal letter or medical report.

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 and historical data
5. If relevant, a description of the expected progression or stability of the impact of the condition over time.
6. 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.

7. Recommendations for academic adjustments.

Other Health Impairments

Please see basic documentation requirements on page 7 and contact OSSD to determine specific documentation needed.

Academic Adjustments

Academic adjustment enables a qualified student with a disability to have equal access to a course, program, service, activity, or facility. **Equal access** 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 academic adjustment only to the known limitations of an otherwise qualified student with a disability. Practitioners directly involved in assessing the individual student's disability may provide recommendations for academic adjustments. However, final determination of academic adjustments will be made by the OSSD.

Reasonable academic adjustments are determined by examining:

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

The OSSD realizes that academic adjustments are individualized and flexible, based on the nature of the documented disability and the environment. Students are required to request academic adjustments at the beginning of each semester.

Under provision of the ADAAA, students are guaranteed equal access with no guarantee of specific outcomes. In addition, Hillsborough 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.

Academic Adjustment Memorandum

After appropriate documentation has been received, evaluated, and academic adjustments have been approved, an Academic Adjustment Memorandum will be generated. The memorandum lists all the student's approved academic adjustments and auxiliary aids. This memorandum is used to communicate with faculty and staff about the academic adjustments needed for the student to have equal access.

OSSD uses an automated digital system called Accommodate. The system notifies faculty, staff, and student of approved Academic Adjustment request. You will receive Academic Adjustment Memorandums via email indicating you have made a new request. Students are to print out or save a copy of the memorandum for a discussion with their instructor. Academic adjustments listed on the memorandum may change during the course of a student's enrollment due to changes in disability status, disability documentation, program standards, and requirements.

Common Academic Adjustments and Auxiliary Aids

Some of the academic adjustments that the college provides to students with disabilities may include but are not limited to the following:



- Accessible furniture



- Testing Academic adjustments



- Note-takers (arrange with OSSD)



- Assistive equipment



- Assistive technology software



- Alternate format materials



- Scribes and readers (arrange with OSSD)



- Sign language interpreters/captioners (arrange with OSSD)

Testing Academic Adjustments

The most common testing academic adjustments include extended time, testing in a distraction-reduced room, and the use of adaptive equipment. The need for testing academic adjustments is indicated on the memorandum. Students are responsible for arranging testing academic adjustments with their professor and/or the OSSD. Assistive technologies are also available for students to utilize during tests or exams (per documentation). Students need to contact the instructor at least one week prior to their testing date to make arrangements. Students are also responsible for contacting campus specific Test Centers for testing arrangements.

Notetaking Services

Only qualified students with disabilities may request Notetaking Services through OSSD. Students should speak with their OSSD staff to determine eligibility for notetaking services.

Students using notetaking services should agree to the following:

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

Students using Notetaking Services should also understand that the note-taker is responsible for taking notes in-class only. The note-taker agreement does not include assistance with out-of-class assignments or homework.

Assistive Technology

Hillsborough Community College has a variety of assistive technologies designed to provide access to college programs and services.

Assistive Technology Equipment may include but is not limited to (check for availability):

- Flippers, a distance camera system for viewing materials at a distance (e.g. blackboard, screen).
- CCTVs, stationary and portable, for viewing materials at close range, - check out portable CCTVs from OSSD. Contact OSSD on each campus for the availability and locations of CCTVs.
- CART services- arrange with OSSD for use in classroom
- FM systems – check out for the term from OSSD
- Talking calculators- check out from OSSD and available in some math centers to use on campus
- SARA – Scanning and Reading Appliance
- Accessible table and/or accessible chair
- Smart Pens/Rocket Books
- Picture in a Flash (Tactile Enhancer)

Assistive Technology Software may include but is not limited to:

- Jaws
- Zoom Text

Textbooks in Alternate Format

OSSD offers alternate formats college-wide, depending on the student's documentation of disability, student preference, effective alternatives, content and volume of the material, date of the request, and current resources.

Please keep in mind that acquiring alternate format materials can take up to **30 business days from the date the material is requested.**

OSSD makes every effort to provide the format the student prefers but we cannot guarantee that the preferred format will be available. In that case, an effective alternative will be provided.

To receive textbooks and other college materials in alternate format, students must:

- be registered with OSSD, provide appropriate documentation, and be approved for this academic adjustment;
- be registered in the course for which alternate format is being requested;
- inform OSSD when they register for classes;
- purchase class materials and provide proof of purchase.

Reader/Scribe Services

Students with qualifying documentation should make arrangements for reader/scribe services five weeks prior to the first day of class. Readers may be allowed to read in the classroom, lab, and/or testing environment. Scribes are responsible for writing down information as dictated by the student in class, lab, 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, serve as a go-between for the student and the instructor, or assist with out of class assignments.

Services for Deaf and Hearing Impaired Students

- Assistive Listening Device loans (if available)
- Interpreters
- CART real-time speech-to-text transcription - onsite and remote

The OSSD staff is responsible for determining the type of service provided to a student. Students may request the type of service preferred. The staff will consider the request and will provide the service requested OR an equally effective service. Service providers (interpreters and captioners) are also available outside class for college activities or course related events.

Note-taking Services is provided for students using interpreters. Note-taking Services is not provided for students using a real-time captioner. The captioner will provide a

transcript within twenty-four (24) hours after class whenever possible. **Students will not receive transcripts of any missed classes unless prearranged with OSSD.**

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. ALDs provide amplification assistance in the college environment. ALDs may be available for loan from OSSD and checked out each term to eligible students. To request the use of an ALD for a term, you must:

- Provide appropriate documentation (an audiogram and audiologist's report)
- Meet with the Coordinator to learn how to use the ALD
- Complete an Adaptive Equipment Loan Agreement form
- Report any problems to OSSD immediately
- Return the ALD and all its parts to OSSD by the return date in good working condition
- You can borrow the ALD again once it has been checked in and determined to be in good working condition
- If you do not return the ALD and all its parts in good working condition by the return date, OSSD may put a hold on your HCC account.

Using Interpreters and Captioners

Attendance

It is important to attend classes as scheduled. However, if you will be late or absent, contact OSSD and the service provider at least 24 hours before class. Excessive absences or late cancellations can result in temporary suspension of services. It is also important to contact OSSD if the service provider is late or absent.

When contacting OSSD provide the following information:

- Student's first and last name
- The day and time of student's class
- Interpreter's or captioner's name if student knows
- The problem (student will be late, student will be absent, interpreter or captioner is late, student classroom moved, etc.)

Students should exchange contact information with the service provider. Service provider will wait thirty (30) minutes for a class up to 2 hours, 60 minutes for a class that is 3 hours or longer unless notified by student.

It is also important to contact OSSD

- After student has registered for classes to request services
- If student needs an interpreter for a special event (e.g. meeting, tutoring, other activity), two days' notice is required
- If student wants to withdraw from a class
- If student misses a class or special event and needs to cancel service provider
- If class schedule changes, let OSSD know at least 3 days in advance (e.g. if the teacher cancels a Friday class, let OSSD know by Tuesday at the latest)
- If classroom location changes
- If student has a problem with service provider

Registration

After registration, it is the student's responsibility to inform OSSD as soon as possible or at least **three (3) weeks** before the start of the term if they need an interpreter, captioner, or note-taker. If the student does not inform OSSD at least **three (3) weeks** before the start of the term, OSSD cannot guarantee service providers during the first **three (3) weeks** of classes. However, OSSD will do its best to assign service providers as soon as possible.

During class

Questions and comments for the instructor and other students should be addressed directly to them, not to the service provider. The service provider will voice the questions and interpret or caption the answers. Service providers will not answer the questions themselves.

Service Providers Outside of Class

You may need a service provider to access HCC 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 please contact OSSD at least a week (5) days in advance.

Exams

Class Exams

Not all exams can or need to be interpreted. The OSSD staff will decide after talking with you and your instructor whether an exam should be interpreted. If there are two (2) interpreters assigned to the class and the exam will be interpreted, both interpreters are not needed on exam day. Please notify OSSD of exam days so the appropriate changes can be made to the service provider's schedule.

Final Exams

Service providers will not automatically be assigned for final exams. During final exam week, all services are **by request only**. If a student needs a service provider for a final exam, please contact the OSSD two (2) weeks in advance. If students do not contact the office at least two (2) weeks in advance, OSSD will do our best to assign a service provider for the final

exam, but we cannot guarantee that one will be available.

Service Provider Issues

It is prudent that students and service providers maintain a professional relationship. If a problem arises, please report this to OSSD.

Dispute Resolution

Students are encouraged to resolve complaints informally with the Disabilities Coordinator prior to submitting a formal complaint. If a resolution cannot be reached, the student should submit a formal written complaint regarding accommodation issues to the Director of Disabilities Resources. The Director will work with faculty, staff and the student to resolve differences in regards to accommodations or related issues.

To submit a written complaint you can contact LaTosha Williams:

LaTosha Williams

DistrictDisabilitiesSS@hccfl.edu

Office: 813-259-6374

Parking

Parking is specific to each campus. For more information on traffic and parking rules and regulations, contact HCC Public Safety Office at 813-253-7911.

Personal Attendants

Hillsborough Community College is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary (please notify OSSD). 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.

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.). OSSD, not the personal attendant, will ensure that all classroom academic adjustments (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 Hillsborough Community College Student Code of Conduct (found

online in the Student Handbook at <http://www.hccfl.edu/ssem/student-handbook.aspx>.

- 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 academic adjustment through the OSSD. (An attendant can be present during a test, if documentation supports this request, but the OSSD 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 OSSD Office is required if an attendant will need to accompany a student to class. This will enable OSSD to include this academic adjustment on the academic adjustment memo.

Policy Statement: Service Animals

Hillsborough Community College is committed to providing reasonable academic adjustments to persons with disabilities and fulfilling its responsibilities under Section 504 of the Rehabilitation Act, the Americans with Disabilities Amendment Act (ADAAA) and Florida Statute 413.081.

Persons with disabilities may be accompanied by working service animals on the campuses of Hillsborough Community College and at all College-sanctioned activities.

Service Animals, Definitions

a. Service Animals

According to the ADAAA, service animals are defined as “dogs that are individually trained to do work or perform tasks for individuals with disabilities.” Florida Statute (413.081) defines a service animal as “an animal that is trained to perform tasks for an individual with a disability. These tasks include activities such as guiding a person who is visually impaired or blind, alerting a person who is deaf or hard of hearing, pulling a wheelchair, assisting with mobility or balance, alerting and protecting a person who is having a seizure, retrieving objects or performing other tasks” (F.S. 413.081). While the ADAAA specifically defines service animals as “dogs,” it may be allowable under special circumstances to consider a miniature horse as a reasonable academic adjustment. Hillsborough Community College will determine whether the miniature horse is allowable.

b. Other Support Animals

There are other support animals that will not be considered service animals. These include animals used to provide therapeutic contact or emotional support. The presence of these animals needs to be referred to OSSD.

c. Handler

For the purpose of these procedures the handler is the individual with disabilities who requires the service animal. It may also be the individual who is training the

Service Animal Use on Campus

A person using a service animal as part of the College Community is not required to register with OSSD.

- a. The College reserves the right to enforce all relevant rules for the use of service animals through policy and procedure regulations, student code of conduct, and applicable laws.
- b. The handler has full responsibility and liability for the behavior of their animal and is responsible for any damage that the animal may cause.
- c. The care and supervision of the service animal is the responsibility of the handler. The animal must be under the control of this individual at all times. In addition, the handler is responsible for the cleanup of all animal waste and must ensure compliance with any specially designated animal toileting areas.
- d. The handler has full responsibility to ensure that the animal is not disruptive to any program, service, learning environment, or college activity.

Reasonable Modifications

Under special circumstances a miniature horse may be considered as a reasonable academic adjustment. Hillsborough Community College will determine whether or not the miniature horse is allowable. Some of the assessment factors may include:

- The type of horse, size, weight, and whether the facility can accommodate these features.
- Whether the handler has sufficient control over the animal and includes issues such as hygiene and whether the animal is housebroken.
- Whether the miniature horse's presence constitutes a legitimate safety concern.
- Other issues consistent with the policy on service animals. Students seeking this modification must register with OSSD, provide documentation as to the necessity of this modification, and comply with all applicable rules. Any miniature horse that is permitted on campus must be housebroken and wear applicable protective equipment such as booties to protect the facilities.

I. Removal of Service Animals

A service animal may be removed by state/local government or campus authorities if it is disruptive, aggressive, unhygienic, or behaving in ways outside of the duties of a service animal (wandering, barking, etc.). Removal of a disruptive animal may also be the responsibility of the handler.

II. Restricted Access

There may be rare occasion where a service animal will be restricted from College facilities or activities due to health and safety concerns. Restricted locations may

HCC Office of Services for Students with Disabilities

include, but are not limited to: medical areas, areas where the presence of the service animal would compromise the integrity of learning.

Determination of restricted areas will be made by an interactive team of departmental and College authorities, OSSD, and the handler. When a restriction must be implemented, the OSSD will work with the student to determine other reasonable academic adjustments if necessary.

III. Complaints, Concerns, and Disputes

Concerns about the behavior, toileting, health, or handling of the animal should be addressed to the handler and to OSSD.

Emotional Support Animals

According to ADA, emotional Support Animals or Comfort Animals are often used as part of a medical treatment plan as therapy animals, they are not considered service animals under the ADA. These support animals provide companionship, relieve loneliness, and sometimes help with depression, anxiety, and certain phobias, but do not have special training to perform tasks that assist people with disabilities. Even though some states have laws defining therapy animals, these animals are not limited to working with people with disabilities and therefore are not covered by federal laws protecting the use of service animals (n.d. Brennan, Nguyen, ADA National Network).

Confidentiality

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

All documentation and information provided to the Office of Services for Students with Disabilities (OSSD) will be strictly confidential. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent.

Nondiscrimination and Equal Opportunity

Hillsborough 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. Hillsborough 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.

HCC's equity officer ensures compliance with federal and state laws prohibiting discrimination and sexual harassment.

Employees and students who believe they have been a victim of discrimination or sexual harassment should contact:

Elina Bivins, JD
Title IX Coordinator/Equity Manager
39 Columbia Drive
Tampa, FL 33606
Telephone: 813-253-7591
Email: ebinvins2@hccfl.edu

Information Dissemination

Upon registering with the OSSD, an electronic copy of this handbook will be sent to your HCC email account. In addition, the handbook is available on our website:

<http://www.hccfl.edu/ssem/disabilities.aspx>

Hillsborough Community College reserves the right to make changes in regulations, offerings, requirements and any provision announced in the handbook at any time as circumstances require.