



Office of Adaptive Services
Florida Gulf Coast University

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Welcome

To the Office of Adaptive Services

Congratulations on your admission to Florida Gulf Coast University. There are many experiences and challenges awaiting you and it is our goal to help you be successful in greeting these challenges with an open mind. OAS is here to provide you with accommodations and services that will give you the upper hand in excelling in the university curriculum. This handbook explains the roles that you and OAS have in accomplishing your academic goals, as well as explains the accommodations and services that OAS provides. These accommodations are not inclusive, as there are other accommodations that can be provided based on individual need. This handbook also provides you with a list of resources that will help you achieve your academic goals. We look forward to working with you during your academic stay and we hope that you take advantage of all of the wonderful resources that OAS has to offer.

Best wishes to a very successful year!

Cori Bright, M.Ed
Director

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The University Policy on Accommodation for Persons with a Disability

In accordance with **Section 504 of the federal Rehabilitation Act of 1973** and the **Americans with Disabilities Act of 1990**, Florida Gulf Coast University endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

Whenever an accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in University programs or services, the University is responsible for the program or service to which the individual requires access. Departments should work with the Office of Adaptive Services and appropriate federal and state agencies to ensure reasonable accommodations.

The student requiring specific accommodation or auxiliary aids must make application for such assistance through the Office of Adaptive Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which the accommodation is requested.

The University assumes no responsibility for personal assistance necessary for independent living or for specialized medical care. As a result of limited health facilities and health care professionals on campus students requiring personal health assistance should be prepared to bear the expense of this care through a general hospital or private physician/clinic of their choice.

The cooperation and support of all faculty and staff members is necessary in order to implement and maintain the policy. The Policies are simple:

- A. Physical access to at least one section of course offerings must be provided as necessary.
- B. Academic requirements which have not been demonstrated as essential to the program of instruction being pursued, nor to any directly related licensing requirement are subject to reasonable modification (such as extension of time limits, substitutions, adaptations in format or presentation, etc.).
- C. Auxiliary aids must be permitted when they are required to ensure full participation and equal educational opportunity for a student with a disability.

RIGHTS AND RESPONSIBILITIES

The Office of Adaptive Services strives to promote teamwork and the knowledge that if both the individual and the Office work together, individual success will be achieved, both academically and personally. For this to happen, the individual and the Office of Adaptive Services need to understand their rights and responsibilities.

Individual's rights

It is the right of the individual to obtain services and accommodations so that he or she will have equal opportunity and access to succeed academically as his or her peers. It is also the right of the individual to expect these services and accommodations to be respectful and that his or her learning differences are seen as differences and not as a cause for loss of integrity and self-esteem.

Rights of the Office of Adaptive Services

It is the right of the Office of Adaptive Services to help maintain the academic standards set by FGCU and as a result, limit or deny accommodations and services that pose a direct threat to students, faculty and staff, limits or alters the programs so that the academic standards are lessened and/or financially burdens the institution.

Individual's responsibility

It is the responsibility of the individual to provide proper documentation, express problems or concerns with the Director of the Office of Adaptive Services, request accommodations and services as needed and take advantage of those services that are provided. It is also the responsibility of the individual to maintain FGCU's academic standards and comply with the rules and regulations that have been formed for all individuals to adhere to while attending the institution.

Responsibilities of the Office of Adaptive Services

It is the responsibility of the Office of Adaptive Services to require appropriate documentation to determine eligibility, provide reasonable accommodations and services based on documented need, and use complete confidentiality of records unless student permission is given. It is also the responsibility of the Office of Adaptive Services to maintain the respect and integrity of the individuals who partake in the services and accommodations that the Office provides.

CONFIDENTIALITY

The Office of Adaptive Services strictly adheres to confidentiality guidelines. Individuals who receive services from this Office will do so on the premise that only the individual, Office staff and in some cases, instructors, are aware of this partnership. The following details the confidentiality guidelines.

1. Documentation is kept in a locked cabinet and is available only to the Office staff. The individual has the right to review his or her file upon request, but the file is not allowed to leave the Office.
2. Instructors and other faculty and staff are on a “need to know” basis. Individual files will NOT be made public to those that work at FGCU. Documentation is NOT given to instructors and instructors are only made aware of the accommodations that will be needed while in the classroom. The Office of Adaptive Services STRONGLY suggests that the individual make contact with his or her instructor and maintain a student/teacher relationship with him or her. However, it is the decision of the individual whether or not the instructor is made aware of the special need.
3. Tutors, note takers and other volunteers who will help provide services are also on a “need to know” basis. Their primary goal is to tutor or take notes. It is the decision of the individual whether or not these service providers are made aware of the special need.
4. Testing accommodations will be handled in such a fashion that the individual and the instructor are the only ones who know about the accommodation. The Office of Adaptive Services strives to maintain confidentiality throughout this process.
5. In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), all information regarding the individual’s acquired services, accommodations, testing circumstances and grades are ONLY seen by the Office of Adaptive Services and the student. OAS is NOT allowed to discuss individual situations with ANYONE. The Release to a Third Party form can be completed by the individual, thus allowing OAS to discuss the individual’s status with members of a third party, but ONLY in a general fashion. It is up to the individual to decide whom he or she wants knowing academic status.

INITIATING

SERVICES

The Office of Adaptive Services (OAS) provides services and accommodations to students with a disability. In order for a student to be eligible to receive these services, documentation must be provided to OAS. The following details the requirements for documentation:

Learning Disabilities

A psychological report, dated less than 3 years old, containing an IQ test (WAIS-III) and an achievement test (WJ-R), explanations of the scores derived from these tests, a diagnosis and corresponding DSM code, recommendations for accommodations and signature and license number of the evaluator. **NOTE:** ADD/ADHD is considered a learning disability, but the documentation is not as extensive. A doctor's note stating the diagnosis, any medications and potential side effects of the medication and recommendations for accommodations is all that is needed.

Physical Disabilities

A letter from the primary care physician dated less than 3 years old, containing the diagnosis, any medications and side effects of that medication, recommendations for accommodations and signature of the evaluator. Any change in medical condition will require updated documentation in order to modify accommodations and services.

Psychological Disabilities

A letter from the primary psychologist/psychiatrist, dated less than 3 years old, containing the diagnosis and corresponding DSM code, any medications and potential side effects of that medication, recommendations for accommodations and signature and license number of the evaluator.

Please note: The above explains the MINIMUM requirements for documentation. Anything else provided is at the discretion of the student and evaluator. It is also important to note that IEP's and 504 plans are NOT considered sufficient documentation.

Once a student presents the required documentation to OAS, an accommodation plan will be formulated as well as an explanation of the necessary accommodations and services.

BOOKS ON TAPE

College textbooks may be obtained on audiocassette tapes from Recordings for the Blind and Dyslexic (RFB&D) by students with diagnosed disabilities. This includes students with visual impairments as well as students whose learning disability affects their reading ability (i.e. dyslexia and/or other types of reading disabilities). Students with diagnosed learning disabilities, whose reading comprehension is enhanced by listening or by simultaneous reading and listening, are also eligible for this service.

Special Tape Recorder: The cassette tapes from RFB&D can ONLY be played on a FOUR-TRACK TAPE RECORDER. It is the responsibility of each student to obtain a four-track tape player/recorder. These special tape players/recorders can be purchased through recording for the Blind and Dyslexic, Inc., 20 Roszel Rd., Princeton, New Jersey 08540 (1-800-221-4792 or 609-452-0606). Many students prefer to purchase recorders with a variable speed feature. These four-track tape recorders can also be used to tape record class lectures.

Special CD Recordings: In the Fall of 2002 RFB&D began offering digitally recorded textbooks on CD in addition to four-track cassettes. A majority of the new recordings RFB&D does are available in both formats. If you are interested in having these new recordings on CD you will need to purchase the software/hardware from RFB&D.

Application Fee: A one time, \$50.00 application fee is required to register with RFB&D. In addition, RFB&D also charges a \$25.00 annual membership fee. (**Note:** *Students who registered with RFB&D prior to July 1, 1996 are not required to pay annual membership fees.*) These fees must be paid before you can order the tapes. Once these fees are paid, you are eligible for this service for as long as you wish to utilize it. It is for this reason that students are responsible for paying the \$50.00 application fee. However, there are resources available to assist students in paying the annual \$25.00 membership fee. If you are a client of vocational rehabilitation (VR), you may be eligible for financial assistance to cover these fees. Contact your VR counselor to see if you qualify.

To Order Books from RFB&D

1. Students who plan to utilize this service are strongly encouraged to take advantage of **priority registration** privileges through OAS so they will know their schedules well in advance of each semester's starting date. Textbook information can be obtained from the FGCU bookstore (590-1150), the instructor, or departmental secretary.

2. You are encouraged to order your recorded books directly through RFB&D (Recordings for the Blind and Dyslexic) by calling toll-free, **1-800-221-4792**.
3. **If a book is not available on tape from RFB&D** you may request RFB&D to record the textbook. They will do so free of charge, but you must send them two print copies of the textbook to be recorded (these are returned when the recording is completed). It takes approximately **two to three months** to record the entire book; however, they will record and mail you a chapter or section at a time as the book is being recorded. Texts that are of a highly technical nature (eg. computer programming, foreign language, math) may take six months or longer.

For additional resources of texts on tape contact OAS for assistance. You may be asked to present the instructor with a form to expedite this process. OAS staff will record academic reading material when all other resources to obtain this information on alternative medium have been exhausted. Materials recorded will be handled on a case-by-case basis. OAS will notify you when the material you requested to be recorded is completed and ready for you to pick up from the OAS office or on an agreed upon date.

All materials recorded by OAS will be recorded on 90-minute tapes. All materials recorded on OAS tapes **must be returned** at the end of each semester.

Returning Cassette Tape Books: It is highly recommended that you keep the box or envelope in which the cassette came in order to return them to RFB&D. A pre-addressed label is included when they are shipped. You may take the box or envelope to the Post Office window for return, or bring them to OAS and we will get them returned. Boxes more than 16 ounces should not be placed in street corner USPS mail drop boxes according to USPS regulations. If you have been given tapes that the OAS office records, those tapes need to be returned to OAS after you are done using them.

Resources for Obtaining Recorded Textbooks and Other Materials

Request books from RFB&D if you are a member. Order books as directed above.

Request books from OAS. Contact OAS for information.

For students with visual impairments: You may have access to other organizations and resources. Contact OAS for information.

Employ your own personal reader(s). You may hire your own personal reader(s). Students who are clients of vocational rehabilitation (VR) may be eligible to receive financial assistance to

hire personal readers. Contact your vocational rehabilitation counselor to see if you qualify.

Volunteer readers. If you need assistance in finding volunteer readers, contact OAS for suggestions.

Important Suggestion: Ask your instructors if the entire textbook will be used, or only portions of it. It is unnecessary to have a reader record an entire book if only portions will be used.

BRAILLE AND ENLARGED PRINT

The Office of Adaptive Services does not provide textbooks in Braille. It is recommended that the student contact the publisher of the textbook to see if they provide transcriptions in Braille. OAS strongly recommends that tape recorded textbooks be used whenever possible. If a student wishes to contact another organization to have their textbook put into Braille, he or she will need to cover the cost of the transcription. Tape-recorded textbooks are of no cost to the student.

When at all possible, magnifiers and/or closed circuit televisions should be used by students requiring enlarged print. OAS will enlarge materials needed for classroom use such as work sheets, a periodic table, or a diagram. A clear black and white copy of the original material will be needed in OAS at least three working days before the enlargement is needed. OAS will work with students on an individual basis to determine the most beneficial size of enlargement, which is reasonable to reproduce. OAS is not responsible for retyping lengthy materials into large print. Magnifiers and/or closed circuit televisions can be used for such assignments.

Students requiring large print for exams should arrange to take the exams in OAS using a magnifier and/or CCTV. If physical reasons prohibit the use of a magnifier and/or CCTV, you might wish to discuss the need for large print with the instructor ahead of time. If the instructor types the exams on a computer, the instructor or department office might be able to easily make a copy with a larger font. Be prepared to inform them of the correct point size. Other classroom handouts might also be easily adapted in the department office if they were originally done on a computer. If arrangements cannot be made with the instructor, contact OAS to make the adaptations.

PLEASE REMEMBER - These types of adaptations take time; therefore, sufficient time must be given to OAS to complete them.

Note Taking Assistance

Students who need to focus their concentration and attention on listening, or who find taking notes difficult due to a physical, visual, or hearing limitation, find that utilizing a note taker better enables them to learn in a lecture situation. A note taker allows the student to focus on the lecture without being overly concerned about taking detailed notes.

This service is based on volunteers. The student is encouraged to take responsibility in arranging for note takers. If you have difficulty finding an adequate note taker for a class, you should talk to OAS as soon as possible.

Selection of Note takers

Students should try to obtain a note taker on the **first day** of class. Note takers can be obtained in a variety of ways, including:

- **Inform the instructor of the need for a note taker. The instructor may be able to recommend a good student in the class, or the instructor may make an announcement for you when class begins.**
- **Request permission from the instructor and you make an announcement at the beginning of class.**
- **Ask someone you know, who is reliable and has good note-taking skills, to take notes for you.**
- **If you have difficulty locating a note taker, or if you have concerns regarding the quality of notes, contact OAS for assistance.**

If two or more students volunteer to be note takers ask them to submit a copy of their notes for your review and teachers review. This will help you select a note taker that will best meet your needs. Ask the other volunteer to be a "substitute" note taker in the event the primary note taker is not available. If you wish, give both volunteers a copy of the "Note taker Guidelines" (see appendix). Copies of "Note taker Guidelines" may be picked up at the OAS office. It is helpful to exchange phone numbers with the note taker so you can contact each other if necessary.

Obtaining Copies

Carbon paper is available in the OAS office for your use. You should supply the note taker with your own paper, unless the note taker prefers to use his/her own. In that event, you should volunteer to help pay for the paper. Give the note taker enough supplies for several class sessions. At the end of the class period, obtain the copies from your note taker.

If more than one student in the class needs copies of the notes, one student should be designated to bring the notes to the OAS office, where photocopies of the notes will be made.

Students with severe visual impairments may choose to have photocopies made instead of using carbon paper. The notes will need to be brought to the OAS office for copying. This can be done on a weekly basis if preferred by you or the note taker.

Class Absences

A note taker is not obligated to give you notes from classes you miss. If you must miss due to illness or other extenuating circumstances, it is recommended that you call your note takers and ask if they would please take notes for you that day. If you are absent from class and do not have notes for that day, like any other student, you may ask to copy another student's notes or photocopy them at your **own** expense.

Other Suggestions

You should have the class instructor or graduate assistant review the notes for accuracy and consistency. This should be done early in the semester to assure yourself that the notes are sufficient. You may also want to ask the instructor to review them periodically during the semester.

Note: OAS provides a copy service for classroom notes **ONLY**. Any other copying for personal and/or study needs is the student's responsibility.

Interpreter Requests

Request for Interpreting Services

If you will need interpreting services for classes, inform OAS when you initially meet prior to the start of classes. Be sure to turn in your registration for classes to the OAS office by the priority registration date. Immediately notify the office of any changes in your schedule. Late notification of changes in a student's schedules or late registration may result in delayed provision of interpreter services. OAS will schedule interpreters for your classes based on your class schedule.

Interpreter Requests

To request an interpreter for **anything** other than regularly scheduled class time (meeting, field trip, counseling, etc.), you will need to complete a "Service Request Form" as early as possible (at least 48 hours notice is recommended). Any off-campus interpreter requests should be turned in at least one week in advance. The "Service Request Form" should be filled out completely and accurately and given to OAS. The "Service Request Form" can be found at OAS. You may also phone your request to OAS. These additional requests will be covered on a first come/first served basis, depending on interpreter availability and completeness of information. If, for some reason, the request cannot be filled, effort will be made to notify you ahead of time.

Expectations for Students

OAS strives to provide the best possible services to you; therefore, the following policies and procedures apply to students using interpreters:

- You must notify OAS **in advance** if you will not attend a class or assignment. If you do not show up for a class or assignment **two** times without advance notice, interpreter services will be suspended for that class until you arrange a meeting with the OAS Director. After this meeting, interpreter services will resume. The **third** no-show for that class **will** result in **cancellation** of regular interpreter services for that class. To obtain interpreters for future sessions of that class, you must schedule another meeting with the OAS Director to review policy. From that point on, if you wish an interpreter for that class, you will need to turn in a "Service Request Form" for each session. Interpreters will be assigned based on availability.
- The interpreter will wait at the class/assignment for **ten minutes**, and will then leave if you have not arrived. This will be considered an absence

without advance notice. If you know in advance that you may be late, call OAS and an attempt will be made to notify the interpreter.

- During class, your questions should always be directed to the instructor. Questions from the instructor will be directed to you.
- Avoid having personal conversations with the interpreter during class.
- Please allow interpreters to have break during break-time.
- You and the interpreter may wish to meet to discuss or develop new sign vocabulary for your class. If you have any difficulties understanding your interpreter, or concerns about the interpreter, you are encouraged to meet with the interpreter to discuss them. If you are unable to resolve an issue, contact OAS. You may request that OAS observe the interpreter in your class (see "Service Request Form").
- If you are giving a presentation or speech in class, and want the interpreter to voice interpret, it is recommended that you meet with the interpreter in advance.

Expectations for Interpreters

A high standard of professionalism is required of FGCU interpreters. They are expected to follow a Code of Ethics established by the national organization, Registry of Interpreters for the Deaf (RID). In addition, they are expected to adhere to the policies and procedures of Adaptive Services. These policies include:

- The interpreter is expected to treat all assignment-related information confidentially. The interpreter should not talk about what happens in your class, meeting, or counseling session.
- The interpreter is expected to interpret the full message accurately and should not censor or add to the message.
- The interpreter should remain impartial and not become involved in the situation they are interpreting.
- The interpreter should not offer or give personal information about you, but instead suggest the person speak to you directly.

In the educational environment interpreters may at times need to share accommodation related issues with other staff on a need-to-know basis. The OAS staff adopts a team approach in the collaboration and sharing of work related information. As a result, there will be times when interpreters share

information about students and work experiences/challenges for the purpose of improving the quality of OAS Interpreting Services.
If you have a question about an interpreter's conduct or performance, you should discuss it with the interpreter and/or the Director of Adaptive Services.

SIGHTED GUIDES

Sighted guides are available to visually impaired students for travel to classes and other academic requirements. A request for a sighted guide can be made at the Office of Adaptive Services. Be specific regarding the time you will need a sighted guide, the location where you wish to meet your guide, and your destination. Requests should be made at least twenty-four hours in advance in order to guarantee service.

If you need sighted guide assistance on a regular basis for classes or other regularly scheduled activities, there are several ways you can seek voluntary assistance:

- Check with friends to see if they would assist.
- Post requests on your residence hall floor or in other areas of your residence hall. You might make an announcement at a floor meeting. Students with similar schedules may be willing to assist you.
- Ask the instructor of your class to make an announcement during one of your initial class sessions. You may wish to write up an announcement for the instructor to read to the class.
- Requests for assistance could be posted in the building/area of the class. Also, requests could be made in classes that meet in the same general area.

You should exchange address and phone numbers with your sighted guides. It is suggested that you have some "back-up" persons available in the event that a regular sighted guide would be unavailable.

EXAM ACCOMMODATION PROCEDURES

Exam accommodation services are available through the OAS office in conjunction with your instructor(s), and dependent upon your eligibility for this service. Accommodations may be provided through the OAS office, or directly through the instructor. It is the student's responsibility to initiate this service and to comply with the following procedures:

Accommodation Arrangements

- To initiate exam accommodations, you **MUST** make an appointment with OAS to determine your eligibility for this service.
- As a courtesy to your instructor(s), and to enhance their cooperation, you should schedule an appointment with each instructor, **AT THE BEGINNING OF EVERY SEMESTER**, to discuss your exam accommodation needs and arrangements. OAS will also be happy to discuss with you appropriate ways to address this issue with instructors. Instructors will receive a letter from OAS explaining your entitlement to exam accommodations. Encourage your instructors to contact OAS if they have questions, concerns, or need clarification of exam accommodation procedures.

Accommodation Forms

- Pick up a supply of **EXAM ACCOMMODATION FORMS** from the OAS office at the beginning of each semester. Keep a supply of these forms with you (in your notebook, bookbag, etc.) so you are always prepared. On the day, or shortly thereafter, that your instructor announces an exam, you and the instructor should complete the form promptly. This will help ensure that your accommodation needs will be appropriately met, and that your instructors will be able to get your exam to the OAS office on schedule. **YOU MUST COMPLETE A SEPARATE EXAM FORM FOR EACH EXAM YOU TAKE AT THE OAS OFFICE.**
- Remind your instructors, when you ask them to complete their portion of the Exam Accommodation Form, that they need to make the exam available to the OAS office **PRIOR** to the scheduled exam date; a minimum of **THREE** working days in advance if it is a regular classroom exam, and a minimum of **ONE** week in advance for final exams.
- Completed exam accommodation forms should be returned to the OAS office as soon as possible!
- All exams will be returned to the instructors by an OAS staff member no later than 5pm following the exam day.

Scheduling Exams

- As soon as you know your exam date and time, either call or stop in at OAS to schedule the date, time, any special equipment, and room arrangement. This can be done even before the Exam Accommodation Form is completed and turned in to the OAS office. Due to the high volume of exams and limited space in the OAS area, students are strongly encouraged to schedule as early as possible, **ESPECIALLY FOR MIDTERMS AND FINAL EXAMS.**
- All exams are to be scheduled **AT THE SAME TIME** as your regular class is scheduled to take them. Exceptions will be made only with instructor approval and/or when you have back-to-back classes and your extended exam time conflicts with your class schedule. In this case, you should explain the situation to your instructor and schedule your exam accordingly.
- Normal OAS office hours are 8:00 a.m. to 7:00 p.m. Monday thru Thursday and 8a.m. to 5p.m. on Fridays (Summer hours will vary). All tests should be scheduled during these hours. When necessary, the OAS office will proctor past 7:00 p.m., but exams must be completed (proofed, scribed, etc.) by 9:00 p.m. Requests for exams after 4:30 p.m. must be made at least **THREE** working days in advance.
- If you have any questions or concerns while at OAS during an exam, we will make every effort to contact your instructor for clarification. However, since instructors may not always be readily available, you may also want to request that your instructor contact the OAS office at some time **DURING** administration of your exam, to see if you have any questions or problems.

Equipment Needs

- When scheduling and/or turning in each exam accommodation form, please make both written and verbal requests for any equipment needs (e.g. tape recorders, computers, CCTVs, VCRs).
- Students using OAS equipment (e.g. word processors, Franklin Speller, screen readers, etc.) **MUST** know how to use the equipment or software **BEFORE** taking exams. No instructional assistance will be provided during the exam.

Tardiness, Changes, Cancellations

- Be on time! If a student arrives more than 15 minutes late from the scheduled start time with OAS, he or she will not be allowed to take the exam with OAS.
- If a change in exam arrangements is necessary, please notify OAS as soon as possible. If you cancel an exam and/or need to reschedule, the OAS office **MUST** have written or verbal approval from the instructor.

Exam Security Procedures

The following procedures apply to all students when taking exams at OAS:

- Exams are to be scheduled at the same time as the regularly scheduled class time. Exceptions will be granted only after discussion with an OAS staff member and the instructor.
- Students arriving late for an exam, will only be allowed their allotted time. Students will not be given a time extension to make up for tardiness!
- All bookbags, notebooks, books, papers, hats, coats, etc. must be stored outside the exam rooms. Only such materials as indicated by instructors on the "Exam Accommodation Form" will be allowed in the exam room.
- No food or drinks will be allowed in the testing rooms (exceptions for medical necessity should be arranged prior to exam time with an OAS staff member).
- Students will be asked to empty their pockets before entering an exam room, and all materials will be inspected.
- Proctoring of students will occur on all exams held at OAS. If a proctor is not in the room OAS staff will perform periodic, unannounced checks of exam rooms while students are taking exams.
- Students who qualify for breaks during exams, may use the restroom, drinking fountain, etc. but must leave all materials in the testing area. Should a student leave the testing room for any reason it will be documented and the instructor will be notified.
- Students who do not qualify for breaks for accommodations, should plan on remaining in the testing area until the exam is completed.
- OAS will notify instructors of students who arrive late, do not show at all, or of any other discrepancies related to the exam.
- If students are suspected of, or caught cheating while taking an exam at OAS, instructors will be notified and appropriate action will be taken.

Breaks - All materials must be held by proctor until student returns from their break. Additional time will not be allotted on this exam time.

Please contact the OAS office if you have any questions regarding these procedures or if you need to discuss your exam accommodation needs.

Course Substitutions

Students wishing to substitute a foreign language requirement must have a disability in reading, writing, processing or memory. Documentation should be on file with the Office of Adaptive Services. Students should contact their academic advisor regarding substitutes for this requirement, as well as OAS for a letter of support.

Students wishing to substitute their required graduation mathematics requirements based on a disability, may petition the course substitution committee. Students must have a documented disability in mathematics and must have attempted mathematics courses either in high school or at the college level, with or without accommodations. Documentation should be on file with OAS. The following details the procedures of the course substitution committee. Please contact the Office of Adaptive Services for further information on this accommodation.

Purpose:

In accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the mission of the University, Florida Gulf Coast University will allow equal access and opportunity to all students, regardless of their disability and will provide auxiliary aids and services to students who have a documented disability.

Objective:

It is the objective of this committee to provide students who have a documented disability in the mathematics area with course substitutions. Students will be allowed to substitute general education and Gordon rule mathematics requirements with courses in comparable fields.

State Laws:

Florida Statute, Section 1007.265 guarantees that a person with a disability shall be eligible for a reasonable substitution of any requirement for graduation, for admission into a program of study or for upper division entry where:

1. Documentation can be provided showing that the person's failure to meet the requirement is related to the disability, and
2. Failure to meet the requirement does not fundamentally alter the nature of the program

Rulings:

The decision of the mathematics course substitution committee will be formally written and sent to the student, within 5-10 business days. A student may register for substituted courses when a decision is in favor of a course substitution. Any student who is denied a substitution may initiate a final appeal with the EEOC Office.

Appealing the Substitution Committee:

Any student wishing to appeal the decision of the mathematics course substitution committee may do so through the EEOC office. Students requesting an appeal will meet with the Director of the EEOC office and all documented materials can be requested from the Office of Adaptive Services. Students will be notified, in writing, by the EEOC office of the final decision within 5-10 business days.

CLAST:

Under the rules and regulations for the CLAST, any student with a documented math disability may petition the CLAST committee for a waiver of the mathematics section of the test. A CLAST waiver DOES NOT allow for automatic substitution of general education mathematics course requirements. Any student requesting a mathematics course substitution MUST do so via the mathematic course substitution committee.

If a mathematics course substitution is granted, a student will still need to petition the CLAST waiver committee via the Testing Office.

Substituted courses CANNOT be used for dual requirements. Students wishing to substitute the mathematics requirement must choose from the previous courses; however, these courses cannot also be used to fulfill other requirements.

Documentation Requirements:

Students requesting a mathematics course substitution must have a documented disability in the area of mathematics and must be registered with the Office of Adaptive Services. Documentation MUST display the following in order for a student to be eligible for a course substitution:

1. Scores from the WAIS-III and an achievement test (i.e. WJ-R) other math related deficits
2. DSM-IV diagnosis of a mathematics disorder (315.1)
3. Recommendations of auxiliary aids and services
4. Signature of evaluator and license number

Other Requirements:

In addition to the documentation of the disability, any student requesting a course substitution for mathematics must also provide the following:

1. A completed and signed application form. This form is available in the Adaptive Services Office.
2. A copy of FGCU transcript. If the student attended a community college and/or other universities and grades are not reflected in the FGCU transcript, then transcripts from the appropriate institutions should be included. Freshmen must provide a copy of their high school transcript. Unofficial copies of transcripts are acceptable.
3. A typed personal statement explaining how the disability has affected the ability to succeed in mathematics courses and what measures have been taken while attempting to pass the courses.

Procedures:

The following are the procedures for requesting a mathematics substitution:

1. The student will meet with the Director of Adaptive Services to determine eligibility to petition the Mathematics Course Substitution Committee (MCSC).
2. Upon determination of eligibility, student must present the application form, copies of required materials, and disability documentation to the Director of the Adaptive Services Office.
3. The Director of the Adaptive Services Office will convene the MCSC to review the application for substitution.
4. Once the request is reviewed and a decision is made, the Director of the Adaptive Services Office will notify the student in writing within 5 business days of the committee's decision.
5. If a substitution is granted, registering of all substituted courses will require the approval of the student's academic advisor.
6. The Director of the Adaptive Services Office will notify the student's advisor of approval of course substitution(s).
7. If a substitution is denied, the student will register for the required mathematics courses or initiate the appeal process.

**Request for Mathematics Course Substitution
Application Form**

Name: _____
Social Security #: _____
Address: _____
Phone: _____
Classification: _____
Major: _____
Courses being substituted: _____

I hereby request course substitutions for the required graduation and Gordon Rule mathematics credits. I agree to submit the required disability documentation and other required materials to the mathematics course substitution committee for review. I understand that if I am denied substitution, I have the right to appeal the decision with the EEOC office and/or I must register for the required mathematics courses. I understand that all material presented to the committee becomes property of FGCU. I also understand that confidentiality will be upheld and that only those members of the committee will view the documentation. Finally, I agree to have all of the necessary departments made aware of the committee's decision regarding my request for a mathematics course substitution.

Signature

Date

For Committee Use Only

Date Materials Submitted: _____

Date Case reviewed: _____

Decision: _____

Date decision sent to Academic
Advisor/Registrar _____

Petitioning Appeal? Yes _____ No _____

SERVICE ANIMAL POLICIES

Service animals are welcome in all buildings on campus and may attend any class, meeting or other event. Reasonable behavior is expected from the dogs while on campus. If your dog exhibits unacceptable behavior, you are expected to employ the proper training techniques to correct the situation.

Cleanliness is mandatory in the campus situation. Daily grooming and occasional baths (at a vet or a family home) should keep dog odor to a minimum. Flea control is essential and adequate preventive measures should be taken. If a flea problem develops, it should be dealt with immediately and in an effective manner.

Consideration of others must be taken into account when providing maintenance and hygiene of service animals. Additionally, specific policies have been established concerning service animals living in the residence halls:

Service Animals in the Residence Halls

1. Service animals will always be kept under control; dogs will always be on leash except in your own room with the door shut.
2. Disturbing dog vocalizations will be kept to an absolute minimum.
3. When dogs need to be "walked", they must be taken to a specific area designated by the director of your residence hall. The droppings must be picked up in a plastic bag and deposited in a trash can provided in that area.
4. Dogs will not be bathed in the shower rooms of the residence hall.
5. Dog dishes must be cleaned only in the sinks located in your particular apartment.
6. Dog food must be kept in a covered storage container (plastic or paper bags are not sufficient to keep out pests).
7. In the cafeteria, dogs must:
 - remain quietly by your chair or under your table out of the way of other students.
 - not disturb others at the table, in any way.
 - keep noses off tables, trays, and food-serving counters at all times.

Veterinarian Care

Local veterinarians can be found in the Fort Myers/Naples area phone book or through directory assistance. Each veterinarian offers some type of discount to service animal owners. Check on the discount when making an appointment.

Guide Dog Foundation for the Blind

FGCU works with the Guide Dog Foundation for the Blind in providing service animals to visually impaired students. You can visit the Guide Dog Foundation's website at www.guidedog.org. Contact OAS for information.

TUTORING SERVICES

The Office of Adaptive Services provides one-on-one tutoring to students registered with this office. Upper-classmen, volunteer teachers and some faculty and staff perform tutoring. Tutoring is available in all subject areas and is at no cost to the student. Contact OAS for information regarding tutoring.

OAS also offers study skills instruction to students who are registered with this office. Strategies include organization, time management, test taking, reading, writing and math. Students will be expected to meet with an OAS staff member on a weekly basis and commit to practicing the techniques and strategies explained. Contact OAS for further information.

Campus Tutoring

FGCU also has a tutoring center on campus available to all students. Tutoring is conducted one-on-one and in a group format, depending on the class. Tutoring in certain subjects is based on availability. Contact OAS for further information on the tutoring center.

Campus Writing Center

FGCU also has a writing lab that is available to all students. Qualified staff is available to assist students in perfecting their writing abilities. Contact OAS for further information on the writing center.

ADAPTIVE LEARNING LAB

The Adaptive Learning Lab was designed primarily to provide educational support to students with disabilities. It also serves to create a learning environment for all persons to become more knowledgeable of disabilities and adaptive technologies, and to encourage positive interactions among all persons, consequently creating a more aware and inclusive campus community.

FGCU students who have documented a disability with the Office of Adaptive Services will have priority use of the Adaptive Learning Lab. The lab is also available to FGCU students, faculty, and staff for academic- and university-related activities. It may also be used to become familiarized with disabilities and technology utilized to enhance educational opportunities for disabled students. The lab provides the teacher, colleague, employer, friend or family member of a person with a disability the opportunity to learn how he or she can create an inclusive environment and accommodations for all persons.

TYPES OF DISABILITIES

It is estimated that at least 40 million Americans have a disability and that we each have one in four chances of becoming disabled sometime in our life. Disabilities are generally seen as conditions or circumstances that affect one or more major life functions, and could be temporary or permanent, congenital or acquired. In the educational setting, we most often see disabilities in these categories:

- Learning
- Hearing
- Visual
- Physical/mobility
- Emotional

ADAPTIVE LEARNING LAB DESIGN

The Adaptive Learning Lab has many features you may not notice specifically incorporated into the design based on the needs and experiences of students with disabilities. In most cases, it is relatively easy to create a facility that can accommodate persons with disabilities. This intentional design responds to the needs of persons with all of the above listed disabilities, ranging from the layout, furniture, color scheme, flexibility, and the kind of activities that

will occur in the Lab. Americans with Disabilities Act codes were also incorporated.

Layout

The Lab has an open floor plan that allows access to all areas by persons using wheelchairs. The cubicles provide some options for reconfiguration. The cubicles house the different types of adaptive technology. Individual study partitions are in the back areas of the lab, which allow students some isolation when studying however they are used first for testing accommodations. A reception/student assistant desk is located at the entrance. This can be very important to students with Learning Disabilities.

EMERGENCY ALARMS

A combination sound and flash alarm (required by ADA) warns both those who can see and hear, and those with visual or hearing disabilities, of emergencies.

FURNITURE

Furniture was selected in consultation with people who have disabilities. Tables are hand crank adjustable and/or wheelchair accessible, and can easily be rearranged. Armless and armed chairs provide options for those who, due to a disability, must sit in armless chairs, or may need arm rests for additional support.

WORKSTATIONS

The highlight of the Adaptive Learning Lab is the six computer workstations, each with its own unique features that assist students with various disabilities. The features of each numbered workstation are outlined below.

1. Adaptive furniture, standard computer, semi-private. Can be used by students for general study and use of computer.
2. Primarily for visual and learning disabilities. Has "Zoom Text" and JAWS software, which magnifies a normal screen and can invert colors to reduce glare and improve contrast.
3. Dragon dictate is a special software program for speech recognition, or voice dictation, in which the user gives verbal commands to the computer. Good voice recognition "relationship" needs to be created between the user and the computer to facilitate the best use of the software. This program is especially helpful to persons with physical disabilities who cannot manually use a mouse

or keyboard. Someone with a learning disability who finds writing a long paper or report to be very difficult can also use it.

4. Kurzweil and the scanner are useful to persons who cannot read written materials (visual disability) or cannot easily process written information (learning disabilities). Written materials are placed on the scanner, which transfers the information to the screen. The information on the screen is actually read out loud by the computer. The user can select various voices and speeds.

Located at the OAS assistants Desk, TTY is a telephone communication device that allows those with hearing disabilities to communicate. The TTY is very easy to use with a digital screen display and small keyboard. Another alternative is to use the Florida Relay Service in which a Communications Assistant “relays” the conversation word-for-word via use of a TTY and standard phone.

ADAPTIVE LEARNING LAB REGULATIONS

1. Lab Hours during the academic year are 8am to 7pm, Monday -Thursday and 8am to 5pm on Friday
Summer hours 8am to 5pm Monday - Friday
2. Lab use is on a first come, first serve basis
3. Appointments need to be made for using specific equipment, such as JAWS, CCTV, etc.
4. No food or drink allowed by the computers
5. Student Code of Conduct rules apply to behavior in the lab
6. Use of the printer is for academic work ONLY.
7. All other printing needs will need to be made at an alternate location at the student's expense
8. Downloading of any material on the computers is prohibited
9. Disconnecting or tampering with the lab equipment is prohibited.

ACCESSIBLE EQUIPMENT

The OAS office has some equipment, recorded books, and other materials available for student use. Some equipment is also available for student loan. Students are asked to sign a loan agreement form when equipment is checked out of the OAS office. All equipment must be returned to the OAS office at the end of each semester. If you do not return equipment, an encumbrance will be placed on your records. If equipment is damaged, students may be expected to pay for its repair.

A partial list of equipment available through OAS is listed below. If you have questions about any of the equipment, please contact OAS.

- 4-track variable speed cassette recorder
- *Auditory assistive listening devices (FM Systems)
- CCTVs
- Microsoft compatible computer with speech and large print output (Jaws 4, Magic 8, Window Eyes, Zoom Text, and Scanner with scan-and-read software)
- Large print dictionary
- Raised graphing board
- Simple raised-line drawing aids
- Talking calculators
- Dragon Dictate
- Kurzweil
- Tape recorders, tapes and batteries
- Laptops

ACCESSIBILITY AND TRAVEL

All buildings at FGCU are accessible. You may check with OAS for accessible routes and entrances. Information is also available on accessible restrooms and elevators. There are a few places on campus that may have limited accessibility. If you need to use one of these areas, contact OAS for alternatives. If you need to meet with a faculty/staff member that has an office in a limited accessible area, you should call them and arrange to meet in an alternate site.

OAS does not provide ongoing travel assistance. FGCU's Student Government has tram services that provide transportation between the residence halls and main campus. The Lee County bus system provides bus transportation to many places in the Lee County area from campus. Upon request, we will provide assistance to help you plan and learn accessible routes. Contact OAS **in advance** if you would like assistance.

If you need assistance getting from class to class, you may contact OAS for assistance. If assistance is needed for more than three days, you will need to ask friends, peers, classmates, etc. to help you get from class to class.

In the event of an emergency situation such as wheelchair or scooter breakdown, you may contact OAS or the campus police for assistance in getting to your classes.

There is limited transportation during summer sessions, holidays and academic breaks. If you will need assistance during these times, contact OAS for availability and possible alternatives.

FGCU RESIDENCE HALLS--ACCESSIBILITY

FGCU Residence Halls offer rooms and facilities that are accessible to persons with disabilities. A person with a disability may choose from a number of special options to provide the most convenient housing. If you need special housing arrangements because of a disability, you should discuss this need with the Director of OAS. The Director will be able to explain options and recommend the correct procedures to follow. Students must still comply with all University Housing timelines.

Students requesting special housing conditions will need to register with OAS and give permission for OAS to share information with the FGCU Housing staff. All accessible rooms in the residence halls are equipped with flashing and audible emergency devices, pull strings for emergency situations and elevators. Other accommodations are available upon request, i.e. brailing of equipment, removal of furniture, etc.

Single Room Requests

Single rooms may be available for students who have disability documentation that clearly specifies a need for this accommodation. To request a single room, you must indicate the need based on a disability on your housing application. You must also contact the OAS office. If it is determined that a student qualifies for a single room, they will be given priority for a single room. This accommodation does NOT negate the single room fee. Please contact FGCU Housing for additional information on accessible rooms.

PARKING

All students and employees choosing to park on campus must purchase an FGCU parking permit. Contact the parking office, located in the Campus Support Complex, to purchase a parking pass. All students living in the Residence Halls are not permitted to park on campus. Students with disabilities may be permitted to park on campus if they have a condition that will not allow them to get to campus. Contact OAS for examples of such conditions.

Student Government currently runs a Tram service to and from the residence halls via campus. Students living in the residence halls who cannot park on campus can take advantage of the Tram.

Handicapped Parking Spaces

There are a limited number of handicapped parking spaces located around campus and if you have handicapped license plates/parking card and an FGCU parking permit, you are eligible to use these spaces. **Please note:** students and employees **must** still have an FGCU parking permit to use these spaces on a regular basis. Visitors with handicapped license plates/parking card may use these spaces without purchasing an FGCU parking permit.

Temporary Parking Needs

Students needing special parking for a temporary time may obtain a temporary parking permit. Contact OAS for assistance with temporary parking.

SPEAKING TO INSTRUCTORS ABOUT ACCOMMODATIONS

Frequently, students ask for suggestions on how to describe their learning differences and any accommodations requests to instructors. The following suggestions may be helpful.

First of all, the decision whether or not to disclose a disability is a very personal matter and one that varies from individual to individual (and may also vary dependent upon the particular instructor). Some students are reluctant to disclose their disability for fear that it may negatively bias their instructor's perceptions of them. Students also often have a strong desire to compensate, and feel that they can do so successfully without utilizing accommodations. This is an admirable attitude, but students need to be aware that it can backfire if they fail the first exam and ask for accommodations after the fact, when it may be too late to change the grade. As a general rule, it is usually better to disclose to instructors early in the semester, rather than to say nothing about the disability. Even if you disclose and explain that you prefer NOT to use accommodations unless the need arises, you are at least making the instructor aware of possible accommodation requests.

Actually, quite often, instructors will be more willing to work with you and provide helpful suggestions and assistance in their course after you make them aware of your learning styles and accommodation requests. They are often impressed that you care enough about your success in their course that you took the courage and the time to share your information with them.

A few general suggestions for students concerning disclosure are presented below:

1. Make an appointment with your instructors to meet during his/her office hours.

You may choose to call to set up the appointment, or you may prefer to arrange an appointment after the first class. DO NOT tell your life story to the instructor at that time; just set up the appointment.

2. Make sure you know how to explain the exact nature of your disability and what types of accommodations, if any, you may want to utilize in your classes.

If you feel uncomfortable with this, it is a good idea to discuss these issues with the Director of OAS prior to talking with your instructors. You should be prepared

to answer the specific questions and possible skepticism that some instructors may have. Emphasize your strengths!

3. Describe your learning style in simple language.

Let your instructors know about your abilities and strengths as well as your weaknesses. Provide him/her with concrete examples of how your disability may affect you in that particular class.

4. For students with learning disabilities, explain that you have gone through extensive diagnostic testing to diagnose and determine your specific learning disability.

Your instructors may ask you to provide them with documentation of the disability. Decide, in advance, how much personal information you feel comfortable divulging. You are not required to show copies of your diagnostic evaluation to anyone, unless you choose to do so. You may prefer to have the instructor contact OAS for further clarification; however, the OAS staff will not disclose any confidential information about you to anyone, without your consent.

5. Anticipate any accommodations or special needs you may have, in advance, and develop a plan of action with your instructor for the course.

Think about these questions: Will you need extended time on exams? Will you need to find a notetaker who is willing to share class notes? Will you need to take your exam in a quiet room with a proctor? Will the instructor allow you to use a calculator or dictionary during exams?

6. If you intend to tape record lectures, you should always, as a courtesy, ask instructors for permission.

If an instructor expresses concern or seems uncomfortable with this, notify OAS. If you are eligible for this accommodation, instructors cannot deny your request to tape record. Sometimes instructors feel more comfortable if you sign a tape recording agreement form. These forms are available at the OAS if needed.

7. What if an instructor is skeptical and/or not receptive to your accommodation requests? At some point in every student's career, he/she may encounter an instructor who is not receptive to an individual student's unique needs. Those instructors often have either had limited contact with persons with disabilities, or may have had a negative past experience. If you are meeting with resistance from an instructor, discuss the situation with the Director of OAS who can assist you in resolving the issue.

Appendix

- A) *Reading Request form***
- B) *Note Taking guidelines***
- C) *Interpreter Request form***
- D) *Resources***

Reading Request Form

Directions: Please complete all parts on this page of the form.

1. In part I, the ISBN can be found on the back of your book above the bar code. Please indicate who owns the book.
2. In part II, please complete every space with a "Y" or an "N" (**do not leave any space blank**).
3. In part III, attach a copy of the syllabus. Please contact OAS regarding any changes to the syllabus over the course of the semester.
4. Return this form to OAS with your book.

To be completed by student:

Part I

Student's name _____ Date requested _____

Course _____ Instructor _____

Full title of text _____

ISBN # _____

Student's phone _____ Student's e-mail _____

This book belongs to _____ Returned by date _____

Part II

Do you need to have the following information read on the tape? (Y=yes, N=no)

_____ Footnotes

_____ Definitions/terms

_____ Chapter review

_____ Insert boxes

Part III

Please attach a syllabus. Please contact OAS of any changes that occur to the syllabus during the course of the semester.

Appendix B

Note Taking Guidelines

Dear Volunteer Note taker,

You have volunteered to be a note taker for a fellow student, with a disability. Your role is an integral part in the student's ability to process in-class information. Below is a list of suggestions that will not only help you to be a note taker for another student, but if followed, you may benefit from the organization and improvement of the notes for yourself. If you have any questions or concerns regarding note taking, feel free to ask the student or contact the OAS office at (239) 590-7956.

- It is **extremely** important to be on time for class in order to include all the information into the notes as lectured and/or discussed during the class.
- The student will supply you with carbon paper and an extra supply of paper for the second set of notes. You may make other arrangements with the student if you prefer a different system to use such as notebooks, spirals, wide line, etc... If you are taking notes for more than one student in the class, photocopies will be provided to the other students. The students are then responsible for making the appropriate arrangements.
- If the student has a severe visual impairment, photocopies are preferred because the copies are easier to read. Arrangements can be made between you, the student, and the OAS office to photocopy the notes free of charge. This may be done on a weekly basis, unless otherwise noted.
- If the student for whom you are taking notes is chronically absent, you are not obligated to share your notes.
- For convenience to you and the student, number the pages and keep them in sequence to avoid confusion.
- Write the notes as legibly as possible and in an organized, understandable manner.

- When new terminology is presented, write the entire word out. Double-check the spelling. Do not abbreviate the first time around. When you do use abbreviations, make sure that the student understands the meaning.
- Include enough detail to facilitate understanding without confusion and without further explanation.
- **Highlight** schedule changes, all assignments, exam dates, book titles and authors, etc., in the notes.
- Should you drop the course or would like to discontinue being a note taker, **please inform** the student ahead of time so arrangements can be made to select another note taker.
- Your notes should be evaluated by the student, instructor, and/or tutor to make sure they are adequate for the needs of the course as well as the student.
- The OAS staff encourages students to have two note takers. This is a personal choice of the student. This provides the students with more complete accuracy and provides a backup in case one note taker is absent from class.

Interpreter Request form

Request Guidelines

1. OAS provides interpreting services for FGCU faculty, staff and students
2. Request forms must be submitted 48 hours in advance
3. All information must be filled out completely and accurately
4. You must notify OAS of any changes, regarding time, location, etc.
5. If an interpreter cannot be provided, OAS will notify you or the department
6. Each person individually needs to submit a request
7. Cancellations must be made in person or by phone (590-7956) at least 24 hours in advance, unless it is an emergency situation
8. Departments requesting assistance for an event must provide an account number for billing purposes
9. Cost of interpreting services for faculty, staff or students who have a disability is the responsibility of FGCU

Service Request Form

Today's Date: _____

Contact Name: _____

E-mail: _____

Phone: _____

Department and account information (faculty/staff only): _____

Date and time of event: _____

Building and room #: _____

Please describe the event detailing any pertinent information for interpreting services (i.e. type of information being provided, purpose of event, etc.) Also, please provide any handouts, books, lecture notes, etc. to OAS at least one week prior to the event.

Please send or fax (590-7975) this form to OAS. If you have any questions regarding interpreting requests, please contact OAS at 590-7956 (TTY 590-7930).

Resources

Office of Adaptive Services, Tel: (239) 590-7956

<http://www.fgcu.edu/adaptive/>

Office of ADA/Educational Service and EOP, Tel: (239) 590-1022

<http://www.fgcu.edu/eoo/>

Office of Human Resources, Tel: (239) 590-1400

<http://admin.fgcu.edu/stathtml/hr/index.html>

Office of Student Services, Tel: (239) 590-7900

<http://studentservices.fgcu.edu>

National Center on Learning Disabilities

www.nclld.org

Assertive Technology Resources

www.idonline.org

Deaf Service Center of Florida

www.dsc.org

National Federation for the Blind

www.nfb.org