

# St. Petersburg College Accessibility Services Resource Guide For Students



**Prepared by:**

**SPC Accessibility Services Department**

**[www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility)**

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This resource guide is available in alternate formats upon request.

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## Overview of Accessibility Services

St. Petersburg College (SPC) is committed to providing quality education and services to all students who study here. Our focus is your success. To help you achieve success, Accessibility Services works with students, faculty, and staff to provide academic accommodations to ensure equal access for all students with disabilities.

Our office provides or facilitates:

- Academic adjustments such as early registration and exam accommodations.
- Aids and services including adaptive technologies, note-takers, and interpreters.

Under Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disability Act of 1990, SPC seeks to ensure that admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by all students who attend the college. Students with disabilities who desire accommodations need to provide appropriate documentation of a disability and request services from Accessibility Services (AS) through one of the Accessibility Coordinators.

St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services is the campus office that works with students, who have disabilities, to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), may contact the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find the AC for your specific campus, please go to the college-wide Accessibility Services website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## Accessibility Services Contacts

### Accessibility Coordinators by Campus

Clearwater Campus	Jeff Zeigler	(727) 791-2710	<a href="mailto:Zeigler.jeff@spcollege.edu">Zeigler.jeff@spcollege.edu</a>
Downtown and EPI Center	Dr. Tonya “TJ” Williams	(727) 341-7913	<a href="mailto:Williams.tonya@spcollege.edu">Williams.tonya@spcollege.edu</a>
Gibbs Campus	Ray Hollowell	(727) 341-4316	<a href="mailto:Hollowell.ray@spcollege.edu">Hollowell.ray@spcollege.edu</a>
Health Education Center	Stefanie Silvers	(727) 341-3721	<a href="mailto:Silvers.stefanie@spcollege.edu">Silvers.stefanie@spcollege.edu</a>
Midtown and Allstate	Lisa Gould	(727) 398-8284 (TTY)	<a href="mailto:Gould.lisa@spcollege.edu">Gould.lisa@spcollege.edu</a>
Seminole Campus	Kelli Mitchell	(727) 394-6289 (TTY)	<a href="mailto:Mitchell.kelli@spcollege.edu">Mitchell.kelli@spcollege.edu</a>
Tarpon Springs Campus	J. Elizabeth Shumate	(727) 712-5789	<a href="mailto:Shumate.jeanette@spcollege.edu">Shumate.jeanette@spcollege.edu</a>

## College Wide Accessibility Services Contacts

Aimee Stubbs	Director, Accessibility Services	(727) 341-3398	<a href="mailto:Stubbs.aimee@spcollege.edu">Stubbs.aimee@spcollege.edu</a>
Rita Ajazi	Sr. Administrative Services Specialist	(727) 341-4510	<a href="mailto:Ajazi.rita@spcollege.edu">Ajazi.rita@spcollege.edu</a>
Cynthia Bedient	Lead Sign Language Interpreter	(727) 791-2523 (727) 474-1907 (VP)	<a href="mailto:Bedient.cynthia@spcollege.edu">Bedient.cynthia@spcollege.edu</a>
Joyce Gambacurta	Captionist/Senior Interpreter	(727) 791-2422	<a href="mailto:gambacurta.joyce@spcollege.edu">gambacurta.joyce@spcollege.edu</a>
Irma Fenley	Sign Language Interpreter	(727) 791-2796	<a href="mailto:Fenley.irma@spcollege.edu">Fenley.irma@spcollege.edu</a>
Stephanie Wyatt	Sign Language Interpreter	(727) 791-5942	<a href="mailto:Wyatt.stephanie@spcollege.edu">Wyatt.stephanie@spcollege.edu</a>
Mary Deschamps	Accessibility Technician	(727) 341-3371	<a href="mailto:deschamps.mary@spcollege.edu">deschamps.mary@spcollege.edu</a>
Regina Miller	Sr. Technology Support Specialist	(727) 341-3146	<a href="mailto:Miller.regina@spcollege.edu">Miller.regina@spcollege.edu</a>
Kelley Ferranti	Career Placement Specialist	(727) 341-3297	<a href="mailto:Ferranti.kelley@spcollege.edu">Ferranti.kelley@spcollege.edu</a>

## **Mission Statement**

The mission of Accessibility Services is to promote equal educational access for students with disabilities. The mission includes integration of the College Experience and Universal Design principles in the strategies and processes to engage and encourage student accountability, self-sufficiency, and autonomy that strengthens success in college and the workforce.

## **Confidentiality**

As directed by state and federal laws and, in strict compliance with the Family and Educational Rights and Privacy Act (FERPA), confidentiality of all disability information must be maintained at all times. FERPA is a federal law that protects the privacy of students' educational records. Students have specific, protected rights regarding the release of such records. Most schools' policies rely heavily on the Department of Education's FERPA regulations, which contain several exceptions to the general prohibition against disclosing a student's educational records without the student's consent. One of these exceptions is when "the disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests." 34 CFR 99.31(a)(1).

FERPA guidelines only provide for disclosure of disability information to faculty and staff on a need-to-know basis. Guidelines are available at

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/>.

## **Nondiscrimination and Equal Opportunity**

St. Petersburg College is committed to being a place where students, employees and other members of the College community can work, learn, and grow together in an environment that fosters mutual respect. As a central part to fostering such respect, the College prohibits discrimination based on race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities.

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules, and regulations. The college will not discriminate based on race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students.

## **How to Qualify/Who is Eligible?**

A student with proper documentation of a disability may be eligible to receive services. If you think you have a disability, and do not have proper documentation prepared by an appropriate professional, your campus Accessibility Services Coordinator will explain how to get proper testing or documentation. Proper documentation must be a recent report from a licensed physician, psychologist, or an IEP or 504 from your high school.

The first step in the eligibility process to register with Accessibility Services at St. Petersburg College is to meet with an Accessibility Services Coordinator and complete an application for services in the AIM management system available at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility) or through the Accessibility Services link on the student portal page. You may submit appropriate documentation of your disability to Accessibility Services through our secured AIM system document upload process. The documentation provided must establish the individual as a person with a diagnosis of a disability and provide a rationale for reasonable accommodations. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with disability.

## **Definition of Disability**

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity (such as problems with walking, writing, reading, or anxiety). Many of the barriers faced are due to the

inaccessible environments or misunderstandings and negative beliefs that exist about people with disabilities and their abilities. You may have heard the saying that no two snowflakes are alike. The same adage holds true about a person with a disability. People with disabilities have many different characteristics. People with the same disability may need different accommodations (or help). Many disabilities fall in the category of “hidden disabilities”. An example of this would be a student with learning disabilities. Just because a disability may not be apparent or a student has not needed accommodations to function in every-day life does not mean that he or she may not need accommodations in the academic environment.

### **General Disability Classification:**

- A. Physical Disability: people with this type of disability may have difficulties with moving or mobility. They may use assisted devices such as wheelchairs or walkers. Example: Muscular Dystrophy.
  
- B. Sensory Disability: people with this type of disability may have difficulty hearing or seeing, or both. Individuals with visual impairments may use Braille, canes, or large print to assist them. People who are hard of hearing or deaf may use hearing aids or cochlear implants and/or use sign language. Example: Deaf or Blind.
  
- C. Cognitive Disability: people with this type of disability may have difficulty learning, communicating, and remembering information. They may also have trouble with problem- solving, paying attention, or understanding reading, math, or visual information. They may use daily planners, more time on tests, or quiet areas to study. Example: Autism, Down Syndrome, or ADD
  
- D. Psychiatric and Emotional Disability: people with these types of disabilities may have difficulty with emotions, feelings, and behaviors. Often, the diagnosis for these individuals are Depressive Disorder, Anxiety Disorder, Psychotic Disorder,

and/or Mood Disorder. People with this type of disability may use medications, coping skills, or counseling. Example: Manic Depression and/or Anxiety Disorder.

- E. Health-Related Disability: people with this type of disability might have a physical condition that affects their overall health. They may have limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, or leukemia.

Auxiliary learning aids and services may differ from student to student depending on the individual circumstances as determined by the documentation provided and the initial interview with the Accessibility Coordinator. We understand that circumstances change, and sometimes a secondary issue may arise while enrolled in college. Please communicate this with your coordinator and provide any updated documentation to them as soon as possible so they may include additional accommodations and support, if needed.

## **Registering with Accessibility Services**

In order to request accommodations and register with Accessibility Services, a student must complete the following steps:

- Complete an application for services: available through your student portal Accessibility Services link or our website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).
- Provide proper documentation of a qualifying disability and schedule an appointment with your Accessibility Services Coordinator to complete the initial interview process and request reasonable accommodations.
- Participate in the initial interview in determining reasonable accommodations and communicate accommodation requests to your instructors. This is a collaborative process initiated by student self-disclosure and self-determination.

Until all steps of the registration process are completed, the student will be pending with

Accessibility Services and will not be eligible for specific academic accommodations. Accessibility Services reserves the right to destroy files that remain incomplete after the period of one semester term. The student may begin the process again at any time. Accessibility Coordinators at each campus are there to assist students throughout the initial request for accommodations and each semester throughout a student's SPC experience. Contact information for SPC Accessibility Services staff is available online at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## **Disability Related Documentation**

Accessibility Services will follow a timeline that allows for approximately one week (from the date we receive your application and documentation) to review the report and/or diagnostic evaluation: after which, we will schedule an appointment to meet with the student and discuss the request and appropriate accommodations (if necessary).

All documentation must be from a licensed physician, psychologist, or an IEP or 504 from your high school, a typed letter or report on letterhead, include disability related evidence, and at the very minimum, should include the information as stated below. You can upload the documentation online during the secured electronic application process, which is available on our website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

Proper documentation from a licensed physician or psychologist, must clearly state the name, title, and professional credentials, as well as provide information about license or certification and include the area(s) of specialization, employment, and the state/province in which the individual practices. It is typically not permissible for the diagnostician to be a family member or close friend. In most cases, documentation should abide by a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document.

The American with Disabilities Act, (Public Law 101-336, 1990) defines a disability as a physical or psychological impairment that substantially limits one or more major life activities, (i.e. learning, walking, talking, seeing, hearing, and taking care of one's self).

An assessment of the current impact of the student's disability is the basis for provisions for reasonable academic accommodations. As the manifestations of a disability may vary over time and in different settings, it is to the student's benefit to maintain current evaluations, ideally conducted within the past several years, (i.e. low vision or neuromuscular conditions are often subject to change and may effect current functioning). Documentation should validate the need for services based on the individual's current level of performance in the educational setting. Students are strongly encouraged to bring any documentation of disability to the Accessibility Coordinator in order to assist them in establishing the most appropriate support through aids and services.

## **Requesting Accommodations: AIM Management System**

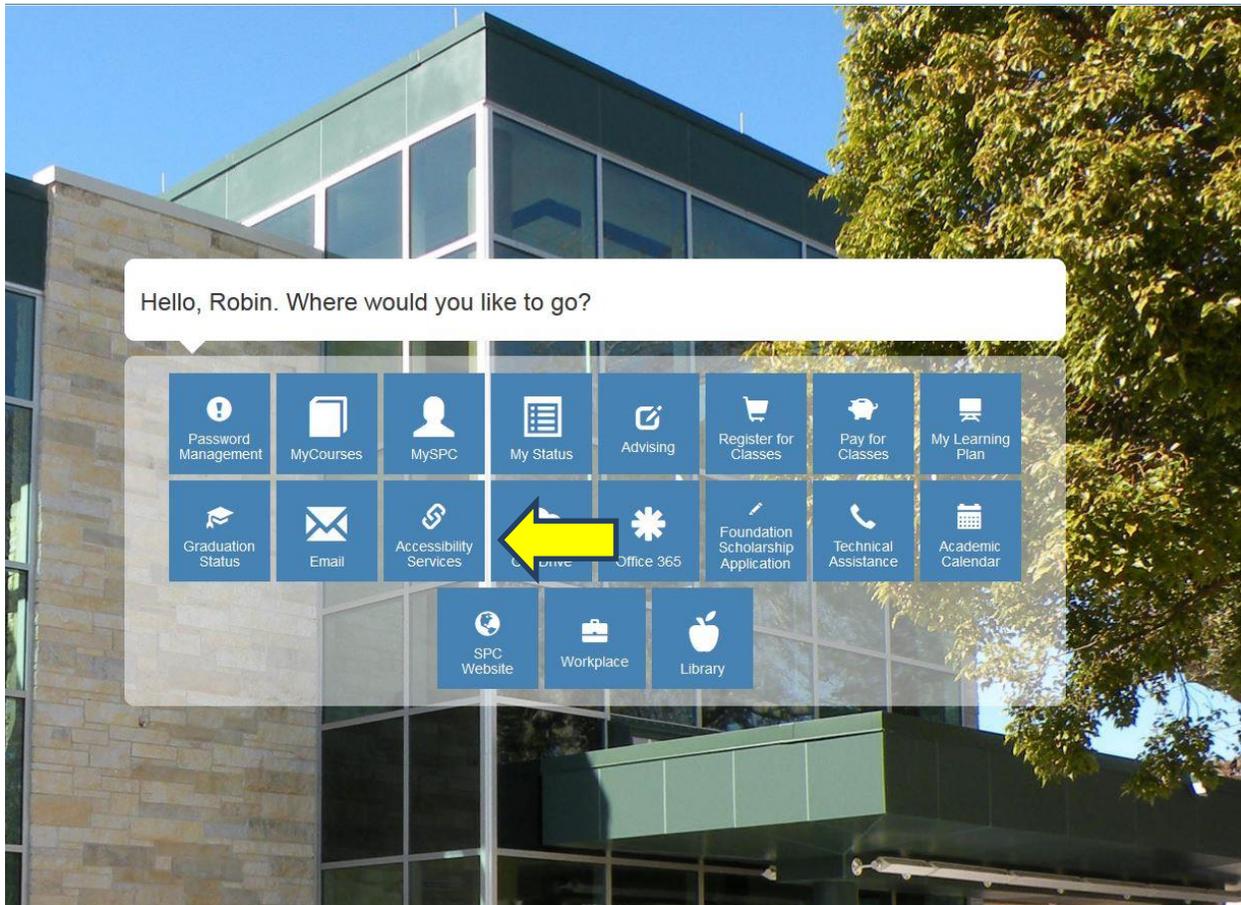
You can request individual copies of your accommodation letters sent directly to your instructor(s) through the Accessible Information Management System (AIM). This will enhance the accommodation notification process and provide a more organized, automated manner to alert faculty of any student requesting accommodations. Providing a streamlined process of requesting accommodations and promoting communication is a part of our dedication to promoting equal educational access for all students. AIM is available for all students through the SPC student portal by clicking on the Accessibility Services tile or by visiting Accessibility Services on the SPC website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

For all accommodation requests for classes, as well as other communications with Accessibility Services, utilize the AIM portal or at the individual Accessibility Services offices. It is imperative that you communicate with your instructor at the start of each semester to ensure full understanding of your accommodations and needs. If you are an online student, please understand you should still reach out to your instructor at the start of each new semester. In addition, any online-proctored testing accommodations must be coordinated in advance through the Accessibility Office or through Online Learning at [distancelearning@spcollege.edu](mailto:distancelearning@spcollege.edu). If you have any questions regarding accommodations for your online course(s), please contact your Accessibility Coordinator.

Accessibility Services Coordinators are located on our SPC campuses, so please feel free to contact them at the numbers listed on the SPC website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

*Steps To Request Accommodations Through the Student Portal in AIMS:*

- 1) Sign in to your Single Sign On, and click on the “Accessibility Services” tile.



2) Click on “Returning Student Accessibility Login”.

SPC ACCESSIBILITY SERVICES PROVIDES ACCOMMODATIONS THAT ENSURE EQUAL ACCESS FOR ALL STUDENTS

SPC's Accessibility Services office provides or facilitates SPC students with:

- Academic adjustments such as early registration and exam accommodations
- Aids and services including adaptive technologies, note-takers and interpreters

**REGISTER FOR SERVICES**

- [REGISTER WITH ACCESSIBILITY SERVICES](#)
- [RETURNING STUDENT ACCESSIBILITY LOG-IN](#)

**REQUEST ASSISTANCE**

- If you need help completing the online college application or have questions about applying to or attending SPC, please contact an [Accessibility Services coordinator](#).
- If you need assistance with Sign Language Interpreting, [complete this request for a Sign Language Interpreter](#).
- If you use a service animal, please visit our [Service Animals FAQ](#).
- To request Accessibility Services, see a campus [Accessibility Services coordinator](#) and bring your documentation. If you do not have documentation, the Accessibility Services coordinator can let you know what you need to qualify for accommodations. Schedule your appointment as early as possible so that accommodations can be made in a timely manner.

3) “Required Forms”, click any one (this will open all of the required forms), read each form, and at the bottom of page, you will type your name as it appears. You will receive a copy of each of these forms in your @live.SPC email.

**My Dashboard**

Home >> My Dashboard >> Required Forms

**REQUIRED FORMS**

**Action Required:** System finds the following form(s) for you to read and sign before you can proceed accessing your dashboard:

- > [Communicating Effectively with Instructors](#)
- > [Procedures for Students Using Interpreting, Captioning, and/or Assistive Technology Services](#)
- > [Student Agreement Form](#)
- > [Testing Integrity](#)

**Questions? Contact Us!**

Please contact our office if you have any questions or concerns.

**Accessibility Services**  
Post Office Box 13489  
St. Petersburg, Florida 33733  
Phone: (727-394-6007) (Voice)  
Email: [Accessibility.Services@spcollege.edu](mailto:Accessibility.Services@spcollege.edu)

(# 3 continued)

My Profile   My Mailbox (Sent E-Mails)   My Accommodations   Sign Out

1. Your exam will be interrupted, all suspected materials will be collected, and you may or may not be allowed to resume testing.

2. The test and confiscated materials will be sent to the instructor along with a report of the incident. The appropriate action will be taken and documented, and a copy of the documentation will be filed in your student file.

If you have an online class:

- Testing at an SPC location (Option A)- If you have a documented disability, please upload your accommodation form in the Test Reservation System. **If you are a student who needs assistive technology please contact your Accessibility Coordinator at least two weeks prior to testing.**
- Online proctoring at home via ProctorU (Option B)- If you have a documented disability, please e-mail your accommodation(s) to [distancetesting@spcollege.edu](mailto:distancetesting@spcollege.edu). Your accommodation(s) will be documented and only visible to the ProctorU proctor.
- Testing at a Distance (Option C)- If you have a documented disability, please e-mail your accommodation(s) to [distancetesting@spcollege.edu](mailto:distancetesting@spcollege.edu). Prior to your exam, you will need to contact your proctor to ensure they have the proper arrangements for your accommodations.

**Accessibility Services**  
St. Petersburg College

Your Consent

Signature\*::



4) Select the class or classes you want a copy of your accommodations sent to and then “Step 2 – Continue to Customize Your Accommodations”.

My Accommodations

- Information Release Consents
- My Eligibility
- List Accommodations
- Alternative Testing
- Alternative Formats
- Notetaking Services
- My E-Form Agreements

Any questions or concerns?  
Use the following contact information:

**Primary Advisor or Counselor**  
Name: **Kelli Mitchell**  
Phone: **Not Specified**  
[Send Email](#)

**Logout**

Once you finish with your session, please do not forget to **Log Out** and **Close Your Browser**.

[Log Out](#)

Select Accommodations for Your Class

**Important Note**

- Course may take **up to 48 hours** to display in the system after you have registered for your courses. If you do not see one or more of your courses in the list below **48 hours** after registering, please contact SPC Accessibility Services.
- Your courses might not display below if you are part of the course waiting list.
- If you are **unable to select the checkbox** from the list of courses below, that means you have submitted your request for accommodation for that course.
- If you wish to **modify your accommodation request** (change, cancel a request) scroll down until your course is displayed and select either modify request or cancel request.

**Step 1: Select Class(es)**

- Fall 2017 - ENC 1101.322 - COMPOSITION I (CRN: 2521)
- Fall 2017 - HUM 1020.11 - INTRODUCTION TO HUMANITIES (CRN: 5779)
- [Requested] Summer 2017 - POS 2041.49 - AMERICAN NATIONAL GOVERNMENT (CRN: 775)

Agreement to request accommodation language.

**Step 2 - Continue to Customize Your Accommodations**



- 5) Select each class or classes again, then “Continue to Select Your Accommodation”

**My Accommodations**

- > Information Release Consents
- > My Eligibility
- > List Accommodations
- > Alternative Testing
- > Alternative Formats
- > Notetaking Services
- > My E-Form Agreements

**Non Lecture Course(s) Found**

Our office typically does not provide services for **non-lecture** classes. If you need accommodations for a **non-lecture** class, check the box below next the class and click **Continue**

**Non-Lecture Course: Please Review From The Following List**

- ENC 1101.322 - Composition I
- HUM 1020.11 - Introduction To Humanities

**Continue to Select Your Accommodation**

**Any questions or concerns?**  
Use the following contact information:

**Primary Advisor or Counselor**  
Name: **Kelli Mitchell**  
Phone: **Not Specified**  
[Send Email](#)

**Logout**

Once you finish with your session, please do not forget to **Log Out** and **Close Your Browser**.

**Log Out**

**Questions? Contact Us!**

Please contact our office if you have any questions or concerns.

**Accessibility Services**  
Post Office Box 13489  
St. Petersburg, Florida 33733  
Phone: (727-394-6007) (Voice)  
Email: [Accessibility.Services@spcollege.edu](mailto:Accessibility.Services@spcollege.edu)

- 6) You will receive a copy of each of the required forms and requested accommodation letters via your @live.SPCollege.edu email.

Communicate with your instructor and coordinator before, or at the start of, each semester to ensure the mutual understanding of your accommodations and to coordinate any services needed.

## Rights and Responsibilities of Students with Disabilities

As a student with a disability, you need to know about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help you have an opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office of Civil Rights (OCR) enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination based on disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements. Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts. You will have responsibilities as a postsecondary student that you did not have as a high school student. You are strongly encouraged to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

### **Student Agreement**

As a student at St. Petersburg College, I am requesting services from Accessibility Services. I understand that it is my responsibility as a St. Petersburg College student to adhere to institutional policies and procedures. I understand the documentation I have provided determine the accommodations I receive and that there are responsibilities and rights associated with these accommodations. These include:

The Right to:

- 1) Expect that classrooms are accessible to all students;
- 2) Expect confidentiality regarding the nature of my disability. This information will not be shared unless I agree to doing so to assist me in my studies;
- 3) Receive an explanation from Accessibility Services why certain services are granted or denied, provided or refused, based on the documentation I provide and to request a review of current documentation for expansion or change of services;
- 4) Receive appropriate accommodations in a timely manner from faculty, staff, and Accessibility Services once the information is provided to faculty;
- 5) Expect faculty, staff, and Accessibility Services to work together to support

students in their legal rights to access their education and approved accommodations.

The Responsibility to:

- 1) Provide Accessibility Services with appropriate required documentation of my disability;
- 2) Communicate privately with faculty to discuss needed accommodations and any other concerns prior to or during the first week of class;
- 3) Request accommodations each semester through the AIM system or the Accessibility Services office as soon as possible once I have registered for classes to provide sufficient time for the AS office to make any necessary arrangements. Accommodations will not be provided retroactively; coordinating accommodations may take a week or more;
- 4) Initiate requests for alternate format textbooks and publisher materials. I understand that these could take up to 6 to 8 weeks to prepare and will request them in a timely manner. I understand that if I do not request these in advance of class start, I cannot be guaranteed provision; all alternate formats will require a receipt;
- 5) Request assistance immediately when issues or concerns arise;
- 6) Exercise due diligence to make the accommodation process work;
- 7) Engage in a fair, objective, and respectful dialogue concerning accommodation options and not transfer or abdicate my student role to parents, or agents, or advocates;
- 8) Understand On-line course procedures: Contact the online Proctored Testing Coordinator at [www.spcollege.edu/ecampus](http://www.spcollege.edu/ecampus) at least 2 weeks before exams begin and coordinate specific requests with my instructor. I will ensure I present a completed copy of my disability resource documentation to the test proctor when I arrive to take exams.

The following steps are necessary to keep the lines of communication open with your instructor(s):

- 1) Save a copy of your accommodation letter for your personal files.
- 2) Schedule a meeting with your instructor(s) early in the semester (first week if possible) to discuss your accommodations.
- 3) Meeting with your instructor(s) should provide the opportunity to establish a mutual understanding of the responsibilities, between you and your instructor(s), with respect to providing your approved accommodations.
- 4) If concerns and/or issues should arise from the meeting with your instructor(s), schedule a meeting with your Accessibility Coordinator.
- 5) Allow enough time to make any necessary arrangements. You and your instructor typically agree on the testing arrangements, which are usually flexible. For example, a student requesting double time for an exam may take it in the instructor's office, in the campus-testing center, or in another proctored location. A student who uses audio for testing may have screen reading software or a live reader.

## **Being a Good Self-Advocate**

Self-Advocacy is not about making demands; self-advocacy is about taking care of yourself, so that you can achieve your goals. As a student with a disability, you will be more successful when you learn to take responsibility for your education. Being a good self-advocate means:

- Notifying the appropriate person(s) at the school that you have a disability.
- Knowing your strengths and weaknesses and being able to verbalize them to the appropriate person(s).
- Using what you know about your strengths and weaknesses to ask for help in specific areas.
- Asking for help at the beginning of a class, not after you are failing.
- Letting the instructor know what assistance you will need in the class. Do not expect the instructor to figure it out for you.
- Bringing important information (i.e. address, phone, e-mail, documentation changes, etc.) to school when you sign up for services each semester. Know what information you will need to have. It is important to provide this information

early to receive help right away.

- Planning for the demands of college. Get your financial aid, work and activities schedule, and study time in place. Then, when you start school, you can concentrate on these new demands.
- Promptly completing and returning letters and other accommodation forms.

## **Priority Registration**

If you are a continuing student on record, registered, and receiving services through Accessibility Services and have registered for classes within the academic year, you are eligible for early (Priority Registration). Take advantage of this opportunity to have the best options of course structure and times that fit your needs. Your Accessibility Services Coordinator can provide registration assistance to students with disability-related scheduling issues and may advise you on academic or course selection. This is an excellent time to speak with your coordinator and plan appropriately for the following semester. Take into account course load, transportation, and achieving a proper life balance. If you are experiencing difficulty in any aspect of your life, speak with your coordinator for appropriate resources or strategies to help you.

## **Assistive Technology Services**

St. Petersburg College provides a comprehensive assistive technology program to make campus computers, classrooms, and equipment accessible to all students. The SPC Assistive Technology Specialist consults with individual students on their needs and oversees installation and function of assistive software and adaptive equipment on all college sites. Training in using assistive programs or tools is the responsibility of each individual student. To receive assistive technology services you must register with Accessibility Services.

Training in the use of assistive technology is available by appointment. Please contact your campus Accessibility Services office for the Assistive Technology contact. St. Petersburg College offers assistive equipment for loan to eligible students on a

first-come-first-served basis.

All SPC testing centers and libraries are equipped with assistive technologies in order to promote access. If you find any barriers to accessing facilities, educational materials, or systems, please contact your Accessibility Coordinator immediately.

## **Deaf and Hard of Hearing Services**

St. Petersburg College welcomes Deaf and Hard of Hearing students. In order to serve you in the best way possible, we strive to work collaboratively with Accessibility Services Coordinators and all members of our campus community.

Students who use Sign Language Interpreting and/or C-Print Captioning services are responsible to inform the Lead Interpreter of their class or activity schedule in advance and to notify the Lead Interpreter if they will be absent or late for a class or activity.

To request Sign Language Interpreting or C-Print Captioning services, complete an Interpreter/Captionist Request Form online at <https://www.spcollege.edu/survey/664>. Please allow one week to process your request. You may also contact the Lead Interpreter at (727) 791-2523 (V), or (727) 474-1907 (VP), or via email at [bedient.cynthia@spcollege.edu](mailto:bedient.cynthia@spcollege.edu).

## **Personal Attendants**

St. Petersburg College is not responsible for locating or paying for personal attendants. The college recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, etc., should arrange 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, SPC cannot and will not accommodate those types of requests.

## **Grievances and Appeals**

St. Petersburg College students who wish to file an appeal or grievance may access the form online at [go.spcollege.edu/appeals/](http://go.spcollege.edu/appeals/). St. Petersburg College values due process and fundamental fairness in its policies and procedures. Students may grieve or appeal certain determinations made and actions taken by the college according to the Board of Trustees Student Grievances and Appeals Process, located online at [http://webapps.spcollege.edu/botrules/p4/p4\\_36.doc](http://webapps.spcollege.edu/botrules/p4/p4_36.doc). The Student Grievance and Appeals site is not to address student complaints or to report sexual harassment or discrimination.

## **Complaints**

A complaint can range from an experience with, or treatment by, a college employee to a matter relating to college facilities. There are two types of complaints:

- 1) Academic: classroom, library, or learning support issues;
- 2) Non-academic: student services (issues with financial aid, advising, or other departments), auxiliary services (bookstore, food services), or issues with SPC services (buildings, parking lots, etc.)

Students interested in submitting a complaint should visit the college's complaints page online at <https://go.spcollege.edu/complaint/>.

## **Sexual Harassment**

St. Petersburg College has a strong commitment to keeping its workplaces and classrooms free from sexual harassment. The responsibility for doing so rests with each member of the college community.

Information regarding reporting sexual harassment is available on the college website at <https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access->

[equal-opportunity/sexual-harassment.](#)

## **Discrimination**

St. Petersburg College does not tolerate discrimination on the basis of race, color, ethnicity, religion, sex (including sexual harassment or violence), age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Additional information regarding the college's policies on discrimination is available on the school website at

[https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity/discrimination.](https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity/discrimination)

## **Equal Access/Equal Opportunity**

St. Petersburg College is committed to being a place where students, employees, and other members of the College community can work, learn, and grow together in an environment that fosters mutual respect. For information regarding the college's policies on Equal Access/Equal Opportunity, please visit the school website at

[https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity.](https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity)

## **Course Substitutions**

Students registered with Accessibility Services and meet eligibility requirements, may apply for permission to substitute an alternate or modified course in order to satisfy some graduation requirements. The substitution cannot make a "substantial alteration" in a course or program or an "essential function" of a course or program. Formally submit all course substitution requests through the Accessibility Coordinator of your home campus.

Policy and procedures for providing reasonable substitution for eligible students, whose

hearing impairment, visual impairment, or learning disabilities, can reasonably be expected to prevent the individual from meeting requirements for admission to the institutions, admission to the program of study, entry to upper division or graduation, is available on the college website at

- Admission by Exception Procedure  
[http://web.spcollege.edu/botrules/P4/P4\\_10.doc](http://web.spcollege.edu/botrules/P4/P4_10.doc)

## **Policy and Procedures Related to Accessibility Services**

Policies and procedures for providing aids and services to students with disabilities:

- Services for Students with Disabilities  
[http://web.spcollege.edu/botrules/P4/P4\\_021.doc](http://web.spcollege.edu/botrules/P4/P4_021.doc)
- Accessibility Service website and Request for Services  
<http://www.spcollege.edu/Accessibility/>
- Accessibility Documentation  
<http://www.spcollege.edu/AccessibilityDocumentation/>
- Accommodations  
<http://www.spcollege.edu/Accommodations/>

### **Service Animals**

St. Petersburg College is committed to providing reasonable accommodations to persons with disabilities and to fulfilling its responsibilities under Section 5043 504 of the Rehabilitation Act, the American with Disabilities Act (ADA), the American with Disabilities Amendment Act (ADAAA) and Florida Statutes, §413.08.

Generally, individuals with disabilities can bring their service animals in to all areas of public facilities where the public is allowed. However, a service animal can be excluded from a facility if its presence interferes with legitimate safety requirements of the facility. This includes classes for faculty and students, areas that serve or prepare food, and other campus areas. Persons with disabilities may be accompanied by working service animals on the campus of St. Petersburg College and during all College-sanctioned

programs and activities. The College's Board of Trustees' policy and procedure regarding service animals is found at College Procedure P6H23-1.251 (P1/P1\_251.doc). For more information on individuals using service animals, please visit the school website at <https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity/service-animals>. Students with service animals do not need to register with Accessibility Services unless they wish to receive academic accommodations or services.

According to the ADA, the definition of service animals states "dogs that are individually trained to do work or perform tasks for individuals with disabilities" (Florida Statute 413.081). 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 ADA specifically defines service animals as "dogs," it may be allowable under special circumstances to consider a miniature horse as a reasonable accommodation.

### **Campus and Community Resources for Students**

- 2-1-1 Tampa Bay: Information, referral, and crisis counseling  
[www.211atyourfingertips.org](http://www.211atyourfingertips.org)
- Student Assistance Program: Free Counseling and Support for all SPC students  
<https://mycoursesupport.spcollege.edu/student-assistance-program>
- Pinellas Interagency Networking Council for Students: PINCS was created to support and enhance coordination of services and supports for students with disabilities, and assist students and their parents in accessing these services. A forum of agencies, school professionals and employers meet to exchange ideas, services and information while advocating for these students.  
[www.PINCS.org](http://www.PINCS.org)

## Tutoring

St. Petersburg College offers free tutoring to all degree-seeking students to help review core concepts, tackle tough homework assignments, or prepare for tests. From one-on-one tutoring to online resources, SPC offers tools to help you succeed. Visit the Learning Center on your campus for specific services and hours of operation.

<https://www.spcollege.edu/current-students/learning-resources>.

Tutoring is available by weekly appointment on selected SPC sites and primarily focused on writing and mathematics courses. You can also take advantage of campus learning support and online tutoring, available to all SPC students.

## Smarthinking

SPC students can get online tutoring through Smarthinking, 24 hours a day, 7 days a week. Sign into MyCourses and enter into one of your classes. At the bottom of the page, there will be a box for SPC Resources and a link to Smarthinking.

## Resources

### Useful APPs

- Tutor.com – all skill levels – including pre-algebra, algebra I, and Algebra II.  
<https://www.tutor.com/subjects/algebra>
- Wolfram Alpha – This site does everything, however there may be a cost to download the app. <http://www.wolframalpha.com/>
- Grammarly – free writing app program that allows you to enter text or upload files to check for plagiarism and writing errors.  
<https://www.grammarly.com/plagiarism-checker>
- Evernote – Type in notes, take photo of notes, record notes, attach a file, hand write and sync with computer. <https://evernote.com/basic>

## **Mental Health**

Today's college students often face challenges that were pretty much non-existent when their parents were in school. Balancing a variety of roles and responsibilities can be overwhelming. The BayCare Student Assistance Program (SAP) provides a variety of resources to help students meet challenges, which might otherwise interfere with a productive and successful college experience. In order to provide support through life's difficulties the following services are available:

- Toll-free confidential helpline available 24 hours a day, 7 days a week, 365 days a year
- Problem identification
- Assessment
- Referral to face-to-face counseling
- Referral to community resources
- Online services

A network of licensed mental health professionals are available for help if needed. For more information on SAP, please call (800) 878-5470 or email Bay Care at

[BayCareSAP@BayCare.org](mailto:BayCareSAP@BayCare.org)

<https://baycare.org/>

## **Suicide Emergency Hotline**

Pinellas County (727) 791-3131

## **VA Suicide Prevention Hotline**

(800) 273-8255 press "1" for veterans

## Career Development and Placement

Kelley Ferranti, Career Placement Specialist

[Ferranti.kelley@spcollege.edu](mailto:Ferranti.kelley@spcollege.edu)

(727) 341-3297

What can the Career Placement Specialist do for you? Assist individual college students who have registered with Accessibility Services by providing career planning and guidance. Services provided include:

- Major and Career Exploration
- Job Seeking Skills
- Self-Advocacy Skills Development
- Interview Techniques and Preparation
- Resume Review and Writing Assistance
- Job Development
- Job Search Assistance

### SPC Student Internships

An Internship at St. Petersburg College is a supervised, practical learning experience in the workplace that offers the student an opportunity to apply, connect, and extend academic theory and competencies to build professional skills and network. Internship experience could be just what it takes to put you over the top against competitors in the job market. Learn more about SPC Internships at <https://go.spcollege.edu/intern/>.

### Job Development/Job Search Assistance

- Focus 2 is an online career guidance program that helps students assess their interests, skills, values and personality style, and then identify matching occupations and appropriate college majors. It is located online at <https://go.spcollege.edu/CareerTools/> or via MyCourses under Career Planning.
- Handshake, a modern platform for college recruiting, used by more than 500

institutions and provides employers with a simplified recruiting experience, including convenient mobile capability. Log into My Courses; Handshake is under Career Planning.

- Optimal Resume is an online tool students can use to create resumes, cover letters and video portfolios and prepare for interviews. Log into My Courses; Optimal Resume is under Career Planning.
- abilityJOBS is an employment site where 100% of posted jobs are from employers specifically seeking to hire people with disabilities.  
<https://abilityjobs.com/>
- Career Opportunities for Student with Disabilities (COSD) is a nationwide online job posting and resume database system that allows students to register for available jobs, internships, and/or co-op opportunities. <http://www.cosdonline.org/>
- Getting Hired helps individuals and veterans with disabilities connect with inclusive employers. <https://www.gettinghired.com/>
- National Business and Disability Council (NBDC) at The Viscardi Center connects job seekers with disabilities to employers who are committed to diversity and disability inclusion. <https://www.viscardicenter.org/nbdc/>
- Bender Consulting teams up with corporations and federal agencies to recruit, screen, and hire individuals with disabilities for career opportunities in a variety of competitive fields. <https://www.benderconsult.com/>
- USAJOBS, to search and apply for Federal jobs, learn about unique hiring paths for veterans, students and graduates, individuals with a disability, and more.  
<https://www.usajobs.gov/>

## **Vocational Rehabilitation**

Vocational Rehabilitation (VR), [www.rehabworks.org](http://www.rehabworks.org), is a federal-state program that helps people who have physical or mental disabilities get or keep a job. VR is committed to helping people with disabilities find meaningful careers. In addition to the general customer employment program, VR has further specific programs designed to help eligible people with disabilities become employed. VR also provides Job Retention

Services to eligible individuals, regardless of order of selection, who require specific services or equipment to keep their job. This created by the federal Workforce Innovation and Opportunity Act (WIOA).

Examples of VR Services:

- Medical and Psychological Assessment
- Vocational Evaluation and Planning
- Career Counseling and Guidance
- Training and Education After High School
- Job-Site Assessment and Accommodations
- Job Placement
- Job Coaching
- On-the-Job Training
- Supported Employment
- Assistive Technology and Devices
- Time-Limited Medical and/or Psychological Treatment

### **Tips for College Students looking to work**

Begin your college life with the understanding you will soon be working a real job and making your own money.

- Visit your campus Career Center  
Let the Career Center know who you are and what type of job you are looking for. Visit often so they do not forget you. Ask for assistance in writing a resume or interviewing for a job. Attend every workshop the Career Center offers.
- Attend Campus and Local Job Fairs  
Even if you just started attending college, getting to know what employers are looking for and who is hiring college students is a great networking activity.
- Reach out to individuals who can be a good reference and referral source for your job search  
Who do you know that can tell an employer about your character and work

ethics? Do they know of someone else that would be a good connect? These people are very valuable to your success in the job search.

- Are you on LinkedIn?

Have you established a good LinkedIn profile? Are you selling your skills and education on this site to connect with others and allow recruiters looking to hire people with your skill levels to find you? LinkedIn allows you to manage your professional network and access knowledge, insights and opportunities. The site is free of charge.

- Consider Internships

Students need work experience in their field of training before graduation.

Internships can give you work experience before you graduate from college.

Adding work experience such as an internship to your resume can only enhance your opportunities to find employment once you graduate.

- Start your job search early

Part time jobs while attending college show an employer that you know how to work. Connect with your Career professional on campus to assist you.

## **Preparing for a Postsecondary Education**

Transition planning is a student-centered activity that requires a collaborative effort. The student, parents, and secondary personnel, all of whom are members of the transition team, share responsibilities.

### **Students Roles and Responsibilities**

The students' participation, along with support from other team members, is central to transition planning and decision-making. This includes asking the student to identify preferences and interests and to attend meetings on transition planning. Success in postsecondary educational settings depends on the student's level of motivation, independence, self-direction, self-advocacy, and academic abilities developed in high school. Initiate student involvement in transition activities as early as possible.

To contribute to successful transition planning, the student should:

- Understand his or her specific disability, including its effect on learning and work;
- Establish realistic goals;
- Present a positive self-image by stressing strengths, while understanding the influence of the disability;
- Know how, when, and where to discuss and request needed accommodations;
- Develop personal qualities, such as realistic self-assessment, willingness to take risks, and ability to sustain efforts;
- Develop and use social skills;
- Develop and apply effective studying, test-preparation, test-taking, time-management, and note-taking strategies;
- Seek instructors and learning environments that are supportive;
- Maintain an ongoing personal file that includes school and medical records, individualized education program (IEP), resume, and samples of academic work;
- Know your rights and responsibilities necessary to prepare for and to access postsecondary education;
- Identify and access resources that will provide needed support;
- Explore postsecondary education options and entrance requirements;
- Select courses that meet postsecondary requirements; and
- Prepare for, and participate actively in, the postsecondary application process.

### **Parent roles and responsibilities**

The primary role of parents during transition planning is to encourage and support their son/daughter to plan and achieve their educational goals. Parents also should encourage their son/daughter to develop independent decision-making and self-advocacy skills.

To contribute to successful transition planning, parents should:

- Be involved in transition planning and ensure that their son/daughter is also included;
- Help their son/daughter develop realistic goals;

- Encourage their son/daughter to develop future educational plans and to explore realistic postsecondary options;
- Assist their son/daughter select high school courses that meet postsecondary requirements;
- Collaborate with secondary and postsecondary staff to make decisions regarding programs, services, and resources;
- Assist their son/daughter to collect and maintain an ongoing personal file that includes school and medical records, IEP, resume, and samples of academic work;
- Communicate confidence in their son/daughter's ability to be successful in a postsecondary setting; and
- Encourage their son/daughter to develop maximum independence in the learning, study, and living skills critical to success in postsecondary settings.

For agencies, resources, and checklists for postsecondary planning in Pinellas County, visit the Pinellas Interagency Networking Council for Students (PINCS) website at [www.PINCS.org](http://www.PINCS.org).

## Frequently Asked Questions

### **Will I see differences in my rights and resources as a student with a disability leaving high school and entering postsecondary education?**

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a Free Appropriate Public Education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to

meet those needs. Unlike high school, postsecondary school is not required to provide FAPE. Rather, postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of a disability.

**May a postsecondary school deny my admission because I have a disability?**

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Do I have to inform a postsecondary school that I have a disability?**

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Disclosure of a disability is always voluntary.

**What academic adjustments must a postsecondary school provide?**

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements, as necessary, to ensure equal educational opportunity. Examples of adjustments are arranging for priority registration, reducing a course load, recording devices, sign language interpreters, and extended time for testing.

In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential program requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

### **If I want an academic adjustment, what must I do?**

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs. In addition, your accessibility coordinator will not contact instructors. The student, not a parent, should engage in all communication and coursework throughout their college educational experience.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following those procedures. In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. At SPC, visit the college website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility), for a list of Accessibility Coordinators at the campus closest to you. If you are an online student, you may choose any coordinator and the accommodation process can occur through our online procedures.

### **When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment. Typically allow at least 2 weeks for coordination of services and up to 6 to 8 weeks for alternative format materials.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment. Work with the Accessibility Coordinator to get the assistance you need and review documentation guidelines.

## **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than other schools. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following:

- A diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional;
- Information on how your disability affects a major life activity;
- Information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation for accommodations because of the differences between postsecondary education and high school education. Ultimately, what you need to meet the new demands of postsecondary education may be different from what worked for you in high school. In some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what type of additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation. Make an appointment with the Accessibility Coordinator at the campus you are most likely to attend for clarification on what accommodations are available with the current documentation at hand and they may assist you in finding resources to get further documentation of disability.

## **Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to pay for or conduct a new evaluation to document your disability. You may have to pay, or find funding to pay, for an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency at [www.rehabworks.org](http://www.rehabworks.org).

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the course of action in high school, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

### **What do I do if the academic adjustment is not working?**

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

### **May a postsecondary school charge me for providing an academic adjustment?**

No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

Students with disabilities, who know their rights and responsibilities, are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them. Believe in yourself as you embrace new challenges in your education.

*SPC Accessibility Services Student Resource Guide, updated June of 2019. For any questions on any information within this document, contact your campus Accessibility Coordinator or a member of the SPC Accessibility team. Contact information may be*

found at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).