

## **Disability Support Services (DSS) 786-4530 Information for Incoming Freshman at UAA**



### **Students need to:**

Make an appointment with DSS,  
Provide current diagnostic and evaluative reports, and  
Request reasonable accommodations that are supported by that documentation.

*Reasonable accommodations include modifications and adjustments that do not fundamentally alter or lower the standards of an instructional program.*

Students may receive reasonable accommodations to “level the playing field” but these accommodations are meant to ensure equal access not to guarantee success.

Students need to schedule an appointment with the DSS director or coordinator each semester accommodations are needed. New documentation is not needed each semester, but because different classes may require different accommodations, we do need to touch base. Students will then be given Faculty Notification Letters to deliver to their instructors that outline the accommodations that have been approved.

### **Students will be:**

Held to the same standards and expectations as all other students, and  
Evaluated by the same criteria regarding test scores, quality of work, and conduct.

### **Students need to be their own advocate.**

High School students may be used to having parents speak for them. It can be hard to ask for help, to discuss disability openly. We understand that and try to provide a safe environment, but students must learn to advocate for themselves at the University.

### **Students with Disabilities Preparing for Postsecondary Education:**

*Know Your Rights and Responsibilities*

*U.S. Department of Education Office for Civil Rights*

This is a brochure that was published in July 2002. It clarifies the rights and responsibilities of the school and the student as they apply in the school district versus in institutions of higher education. It is a great resource for students and their parents that can be ordered free of charge by calling 1-877-4-ED-PUBS or visiting the US Department of Education website at <http://www.ed.gov/pubs/edpubs.html>



## Disability Support Services at the University of Alaska Anchorage

### Important General Information

Individuals with disabilities self-identify to DSS and request accommodations  
All accommodations are determined on an individualized basis  
Documentation must support all requests  
Individuals must be otherwise qualified to perform all essential functions

### Examples of services available for all students who experience disabilities

Faculty Notification  
Liaison Services  
Registration Assistance  
Access to Lending Library and DSS Lab  
Accessibility of classroom locations, on-campus transportation, computing opportunities, etc.

### Examples of reasonable accommodations for individuals with documented need

Ergonomic Furniture (chairs with lumbar support, adjustable height keyboard trays, etc)  
Testing Accommodations (extended time, reduced distraction environment, alternate format)  
Alternate format materials (e-text, large print, Braille, digital audio, books on tape)  
Realtime access (ASL, CART, TypeWell)  
Notetaking Assistance  
Assistive Technology (hardware/software)  
Screenreaders – articulate all elements of computer environment – for blind users  
Filereaders – read specific files out loud and/or create MP3 of text read out loud  
Magnification – enlarge on screen with/without speech  
Speech-to-text – allow for both voiced command control and dictation  
Graphic organizers – translates outlines into visual depictions and vice versa  
Word prediction – allows for a few keystrokes to bring up list of possible choices  
Modified input/output devices – trackball, headpointer, on-screen keyboard, etc.

### DSS resources available to the community

#### *Lending library*

Hundreds of videos, books, and journals

#### *Adaptive computing training and access*

Stations are located across campus – the library station is open to the community  
Open Lab on the first Monday of each month – BEB 103 from 10:00 to noon

#### *Alternate Format Material, and Realtime Access Services*

Services are for students at UAA primarily, but may be available for other populations  
(for example we have produced alternate format materials for ASD and DVR)

#### *Informational Resource*

DSS works with individuals and groups who have particular questions or concerns  
DSS participates in awareness building efforts such as the Reel Eyes film series

U.S. Department of Education  
Office for Civil Rights  
Washington, D.C. 20202

May 2004

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

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 on the basis of 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.\*/

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you 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.

The following questions and answers provide more specific information to help you succeed.

**As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**

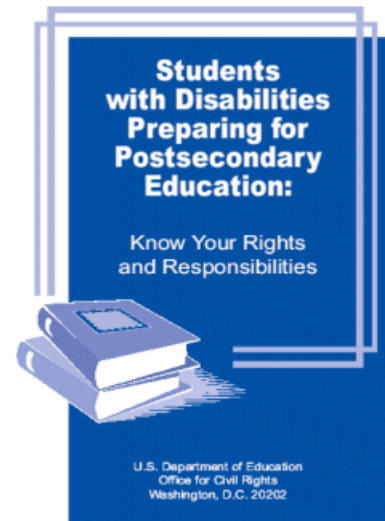
Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district 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 education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

**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. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your 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 include modifications to academic requirements and auxiliary aids and services, for example, arranging for priority registration; reducing a course load; substituting one course for another; providing notetakers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential 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 modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. 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 assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, 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 Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

### **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 than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

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

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

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

Schools may set reasonable standards for documentation. Some schools require more documentation than others. 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; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and 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.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also 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 must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

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

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. 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 through this Department of Education Web page:  
[http://wdcrobcolp01.ed.gov/Programs/EROD/org\\_list.cfm?category\\_cd=SVR](http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SVR).

#### **Once the school has received the necessary documentation from me, what should I expect?**

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

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

#### **What if the academic adjustment we identified 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. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

#### **What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may [file a complaint](#) against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint* with the Office for Civil Rights, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

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, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100  
Phone: 1-800-421-3481  
TDD: 1- 877-521-2172  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)  
Internet home page: <http://www.ed.gov/ocr>

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*\*\_/* You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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