

STUDENT ACCESSIBILITY AND SUPPORT SERVICES

Student Accessibility and Support Services (SASS) at Emporia State University (ESU) welcomes you.

Students with disabilities are encouraged to contact SASS as soon as possible, even before admission. Admission decisions at ESU are made without regard to disability; all prospective students are expected to present academic credentials at or above minimum standards. You are not required to tell your admissions counselor about your disability; however, your admissions counselor can easily connect you with SASS.

The Process

Step 1: Contact SASS and tell us about your disability.

- The decision to make a disability known to SASS (self-disclosing) is up to the student. SASS does not seek out students with disabilities.
- Schedule a meeting with SASS as soon as possible. You can even meet with SASS while still in high school. You can stop in, call us, or email us to begin the process. All of our contact information is located at the bottom of this sheet.
- You can self-disclose any time during your academic career, although accommodations are not retroactive – this is, accommodations don't apply to the past.
- Complete the SASS registration form.

Step 2: Provide appropriate and current documentation of your disability.

Each person and each disability is unique; though, there are general guidelines that SASS utilizes for disability documentation. High school 504 Plans or Individualized Education Plans (IEPs) do not transfer to post-secondary education and are not typically sufficient documentation for post-secondary accommodations. However, the documentation that was used to develop a 504 Plan or an IEP – psychological evaluation, medical records, etc. – might be sufficient. Documentation should be current, relevant, and include information about the impact of the disability on learning and life activities. Documentation typically includes, but is not limited to:

- Comprehensive assessments and evaluations, using adult scales, conducted by an appropriately credentialed professional;
- Demonstration of the evaluation having ruled out alternative explanations and diagnoses for presenting problems;
- Clear statement of the current impact of the disability upon major life functions and the functional limitations in an educational environment;
- Background information such as pertinent and relevant histories; academic, family, developmental, medical, psychosocial, treatment, therapy, interventions and accommodations; and
- Specific diagnosis with accommodation recommendations. For disabilities involving learning (such as learning disabilities, ADD or ADHD, traumatic brain injuries and most psychiatric disabilities) a full psycho-educational test battery needs to be included in the documentation.

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Step 3: Request accommodations for your disability.

Once you have completed the SASS registration form and provided your disability documentation, you will meet one-on-one with SASS. During the meeting, reasonable and appropriate accommodations to ensure your access to the programs and services of ESU will be agreed to. Accommodations do not modify the curriculum or fundamentally alter the nature of ESU's services, programs, or activities.

Accommodations are customized to the individual needs of each student, class, and situation.

Step 4: Enjoy ESU!

Once you have told us about your disability, provided documentation, and requested accommodations, all that's left is to enjoy your time at Emporia State University.

EMPORIA STATE
UNIVERSITY

Student Accessibility and Support Services

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FAQ – Frequently Asked Questions

I have a diagnosis of ADHD (or any other diagnosis). Does that mean I have a disability?

A diagnosis does not necessarily equal a disability. A disability is a physical or mental impairment that substantially limits one or more major life function. If your ADHD (or any other diagnosis) substantially limits a major life function it might be a disability.

Will my IEP or 504 Plan transfer with me to ESU?

No. IEPs and 504 Plans are specific to high school. The documentation your high school used to create your IEP or 504 plan may be used by SASS as documentation – depending upon how old and how comprehensive the documentation is. At ESU accommodations will be provided to ensure you have access to all the programs and services of the university.

Will I receive the same accommodations I received in high school?

It depends. Often high schools provide students with modifications rather than accommodations. Modifications at the high school level are often changes to the curriculum – allowing multiple choice instead of essay exams; allowing fewer questions be answered on an exam; not having to read all of the books for a literature class, etc. Modifications are not provided at the college level. Accommodations are provided to ensure access to the class content and provide the access to show you have mastered the class content.

Does SASS notify my professors of my accommodations each semester?

No. It is the student's responsibility to take the accommodation memo to each professor at the beginning of the semester for the professor's signature and to discuss how the accommodations will be implemented in the class.

Do I have to disclose my disability to my professors?

No. However, it is recommended that you tell your professor about your disability and how the accommodations assist your access to the class.

How often do I need to update my accommodation memo?

Students are required to meet with SASS at the beginning of each semester to update the accommodation memo.

What if I don't need accommodations for all of my classes? Can I just use accommodations for certain classes?

Yes. Because the structure of classes differ, you may not need accommodations for all of your classes.

What if the accommodations are not working or no longer needed?

You need to contact SASS as soon as possible to discuss changes to the accommodations. Accommodations can be revised at any point during the semester.

How often must I provide new documentation to SASS?

Once you are registered as a student with a disability, further documentation is generally not required. However, if there are changes to your disability or you require additional accommodations that are not indicated by the original documentation, further evaluation and documentation may be requested.

What can I do to ensure my success as a student with a disability?

- Understand your disability.
- Acquire computer skills.
- Accept responsibility for your own success.
- Research post-secondary educational programs.
- Learn time management skills.

Parents

- Encourage your student to register early during the process, especially if housing accommodations are requested.
- Review documentation together so your student is comfortable articulating both the diagnosis/disability and its impact on their access to post-secondary education.
- Discuss the process for requesting accommodations and the difference between accommodations and modifications with your student.
- Support them during their college career, but allow them the opportunity to take charge of their education.

IDEA vs. ADA and Section 504

Students in high school are covered under the Individuals with Disabilities Education Act (IDEA). IDEA provides all K-12 students the right to a free and appropriate education. This includes regular or special education and related aides and services necessary to meet the needs of the student. This would include modifications to curriculum and class requirements in order to show the student is progressing satisfactorily. IDEA does not apply to post-secondary education. Students with disabilities are covered under the Americans with Disabilities Act Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act. These regulations provide students at the post-secondary level the right to equal access to programs and services through nondiscrimination and accommodations.

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