

ACCESS Center  
University of Wisconsin-La Crosse

Access Services  
Western Technical College

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# What do we do?

Promote equal access and educational opportunities for students with disabilities

Serve any student with a documented disability

Coordinate academic accommodations with students and instructors for students with disabilities

Provide a testing location

Coordinate access to other campus resources

# Common Accommodations



## Testing

Reduced distracted environment, extended time, alternative formatting, low lighting



## Alternative Formats

Electronic books, large print, Kurzweil, ReadSpeaker, Ally



## Classroom recording and Notetaking

Smart Pen, audio notetaker, personal recorder, notetaker

\*Accommodation plans are **individualized**

# Accommodations NOT appropriate for college

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Unlimited test taking time

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Extended time to complete assignments

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Use of notes, books, other resources during testing

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Permission to retake tests

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Modified exams or assignments

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Fundamental alteration of class or how it is delivered

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# K12 vs. College

## High School

- Individuals with Disabilities Education Act (IDEA)
- *Once diagnosed, student must receive services*
- *Parents can receive information*
- *Parents can initiate communication with teachers*
- \*IDEA focuses on **academic success**

## College

- Americans with Disabilities Amendments Act (ADAA2008)
- Student must disclose
- Parent cannot receive information about their child (FERPA) without signed consent
- Student must initiate communication with faculty
- \*ADAA focuses on **equal access**



# Required Documentation

## High School

- IEP or 504
- School is responsible for evaluation at no cost to student

## College

- Each college outlines their own criteria for documentation
- Must have documentation for each diagnosis you are requesting accommodations for
- Provided at the cost of the student

# Documentation

- In general, documentation provided at the college level should include:
  - Diagnosis
  - Symptoms
  - Functional limitations-what major life activity is being impaired?
  - Recommendations by provider
  - Must be on letterhead signed by provider

# Documentation Continued

- Documentation can include:
  - Letter from provider (doctor, psychologist, etc.)
  - Provider notes from medical record
  - Evaluation report from school district
  - Verification forms (found on ACCESS Center website)

\*\*IEPs and 504 plans are NOT an acceptable form of documentation for UWL

\*\*They ARE an acceptable form of documentation at Western



# Student Responsibilities in College

Register with disability services office

Provide appropriate documentation

Meet to create accommodation plan

- Self-advocate and communicate your needs!

Determine what accommodations you want to use

Use your accommodations!

Ask questions and use your campus resources

# What can you do to prepare?

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- Understand what's in your IEP or 504 plan
  - What is your disability? How does it impact you? What are your strengths and weaknesses?
- Acquire disability documentation
- Reduce/eliminate current accommodations that won't be approved in college
- Develop and practice self-management skills
  - Organizing assignments, attending class, meeting deadlines
- Practice self-advocacy!
  - Student led IEPs, disclosing to teachers
  - Be able to speak and act on your own behalf, ask for help when needed, take responsibility

A top-down view of a desk with a smartphone, pencil, notebook, glasses, keyboard, and coffee cup.

# How to request accommodations

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Register with UWL: <https://sierra.accessiblelearning.com/s-UWLAX/ApplicationStudent.aspx>

Register with Western: <https://shasta.accessiblelearning.com/s-WesternTC/ApplicationStudent.aspx>

- Include information about your diagnosis and how it impacts you
- Provide supporting documentation

Meet with an advisor/manager for an intake meeting

- Review documentation and discuss accommodation needs
- Develop an accommodation plan
- Meet with instructors to complete testing agreement (if needed)

## **ACCESS Center - UWL**

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