

## Disability Services at the University of South Dakota welcomes you.

Students with disabilities are encouraged to contact Disability Services as soon as possible, even before admission. Admission decisions at the University of South Dakota (USD) 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 Disability Services. We can assist you every step of the way in requesting and receiving accommodations.

### Step 1: Tell us about your disability.

The decision to make a disability known to Disability Services (self-disclosing) is up to the student. Disability Services does not seek out students with disabilities.

- Schedule a meeting with us as soon as possible. You can even meet with us while still in high school.
- You can self-disclose any time during your academic career, although accommodations are not retroactive—that is, accommodations don't apply to the past.
- Complete the Disability Services registration form.

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

Each person and each disability is unique; however, there are general guidelines that we utilize for disability documentation. Typically, high school 504 Plans or Individualized Education Plans (IEPs) are not sufficient documentation for postsecondary accommodations. 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.

### Step 3: Request accommodations for your disability.

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

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

- Extended exam time
- Digital recording of lectures
- Alternate format textbooks
- Sign language interpreters
- Readers and scribes for exams
- Moving classes to barrier-free locations

### Step 4: Enjoy USD

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

### Contact Information

To visit campus and learn about Disability Services call admissions at 877-COYOTES. For more information contact:

#### Disability Services

605-658-3745

605-677-3172 fax

disabilityservices@usd.edu

usd.edu/disabilityservices

## Frequently asked questions

### Will my IEP or 504 plan transfer with me to USD?

No. IEPs and 504 plans are specific to high school. At USD accommodations will be provided based on your disability and the documentation you provide to ensure you have access to all USD programs and services.

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

It depends. Often high schools provide students with modification 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 do not change the curriculum or format of exams. Accommodations are provided to ensure access to the class content and provide the opportunity to show you have mastered the class content.

### How often do I need to update my accommodation memo?

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

### Does Disability Services 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 for 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.

### What if I don't need accommodations in 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?

The student needs to contact Disability Services 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 Disability Services?

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.
- Accept responsibility for your own success.
- Learn time management skills.
- Acquire computer skills.
- Research postsecondary education programs.

## Additional information

How can parents support their student through this transition?

- Encourage your child to register early during the process, especially if housing accommodations are requested.
- Review documentation together so that your student is comfortable articulating both the diagnosis and requests for accommodation.
- Support them during their college career, but allow them the opportunity to take charge of their education.

## IDEA vs. ADA and Section 504

College is also different than high school in regard to the law. It is important that students and parents understand these differences and plan for the transition to the post-secondary environment.

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 aids and services necessary to meet the needs of the student. IDEA does not apply to post-secondary schools. Students with disabilities are covered under the Americans with Disabilities Act Amendments 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.



UNIVERSITY OF  
SOUTH DAKOTA