

# Disability Resource Centers at Utah Colleges & Universities

Brigham Young University	University Accessibility Center 801-422-2767 <a href="mailto:uacfrontdesk@byu.edu">uacfrontdesk@byu.edu</a> <a href="https://uac.byu.edu/">https://uac.byu.edu/</a>
Ensign College	Disability Services 801-524-1936 <a href="mailto:disabilityservices@ensign.edu">disabilityservices@ensign.edu</a> <a href="https://www.ensign.edu/disability-services">https://www.ensign.edu/disability-services</a>
Dixie State University/ Utah Tech University	Disability Resource Center 435-652-7516 <a href="mailto:drc@dixie.edu">drc@dixie.edu</a> <a href="https://drcenter.dixie.edu/">https://drcenter.dixie.edu/</a>
Salt Lake Community College <i>Office at Taylorsville, South City, Jordan, and Miller campuses</i>	Disability Resource Center 801-957-4659 <a href="mailto:drc@slcc.edu">drc@slcc.edu</a> <a href="http://www.slcc.edu/drc/">http://www.slcc.edu/drc/</a>
Snow College <i>Office at Ephraim and Richfield campuses</i>	The Office of Disability Services Ephraim: <a href="mailto:paula.robinson@snow.edu">paula.robinson@snow.edu</a>   435-283-7321 Richfield: <a href="mailto:cynthia.avery@snow.edu">cynthia.avery@snow.edu</a>   435- 893-2205 <a href="https://www.snow.edu/offices/ADA/">https://www.snow.edu/offices/ADA/</a>
Southern Utah University	Disability Resource Center 435-865-8042 <a href="https://www.suu.edu/disabilityservices/">https://www.suu.edu/disabilityservices/</a>
Utah State University <i>Office at Logan and Price campuses</i>	Disability Resource Center 435-797-2444 <a href="mailto:drc@usu.edu">drc@usu.edu</a> <a href="https://www.usu.edu/drc/">https://www.usu.edu/drc/</a>
Utah Valley University	Office of Accessibility Services 801-863-8747 <a href="mailto:accessibilityservices@uvu.edu">accessibilityservices@uvu.edu</a> <a href="https://www.uvu.edu/accessibility-services/">https://www.uvu.edu/accessibility-services/</a>
University of Utah	Center for Disability & Access 801-581-5020 <a href="mailto:info@disability.utah.edu">info@disability.utah.edu</a> <a href="https://disability.utah.edu/">https://disability.utah.edu/</a>
Weber State University <i>Office at Ogden and Davis campuses</i>	Disability Services WSU Ogden: <a href="mailto:DSC@weber.edu">DSC@weber.edu</a>   801-626-6413 WSU Davis: <a href="mailto:DSCDavis@weber.edu">DSCDavis@weber.edu</a>   801-395-3442 <a href="https://www.weber.edu/disabilityservices">https://www.weber.edu/disabilityservices</a>
Westminster College	Student Disability Service 801-832-2272 <a href="mailto:disabilityservices@westminstercollege.edu">disabilityservices@westminstercollege.edu</a> <a href="https://westminstercollege.edu/student-life/student-disability-services/">https://westminstercollege.edu/student-life/student-disability-services/</a>

Bridgerland Technical College	ADA Coordinator 435-753-6780 <a href="https://btech.edu/students/americans-with-disabilities-act/">https://btech.edu/students/americans-with-disabilities-act/</a>
Davis Technical College	ADA Coordinator 801-593-2396 <a href="mailto:adacoordinator@davistech.edu">adacoordinator@davistech.edu</a> <a href="https://www.davistech.edu/disability-services/">https://www.davistech.edu/disability-services/</a>
Dixie Technical College	ADA Coordinator 435-674-8620 <a href="https://dixietech.edu/student-policies/">https://dixietech.edu/student-policies/</a>
Mountainland Technical College  <i>Office at Lehi, Orem, Provo, Spanish Fork, and Heber campuses</i>	Academic and Career Counselors/ADA Coordinators Lehi: <a href="mailto:kclarke@mtec.edu">kclarke@mtec.edu</a> 801-753-4109 or <a href="mailto:ladams@mtec.edu">ladams@mtec.edu</a>   801-753-4209 Orem: <a href="mailto:nheslington@mtec.edu">nheslington@mtec.edu</a>   801-753-4215 Provo & Spanish Fork: <a href="mailto:susan.teemant@mtec.edu">susan.teemant@mtec.edu</a>   801-753-4116 <a href="https://mtec.edu/counseling/">https://mtec.edu/counseling/</a>
Ogden-Weber Technical College	ADA Coordinator 801-627-8462 <a href="mailto:scott.teuscher@otech.edu">scott.teuscher@otech.edu</a> <a href="https://www.otech.edu/current-students/ada-disabilities/">https://www.otech.edu/current-students/ada-disabilities/</a>
Southwest Technical College	ADA Coordinator 435-865-3944 <a href="mailto:ctracy@stech.edu">ctracy@stech.edu</a> <a href="https://stech.edu/admissions/disabilities-services/">https://stech.edu/admissions/disabilities-services/</a>
Tooele Technical College	ADA Coordinator 435-248-1840 <a href="https://tooeletech.edu/students-with-disabilities/">https://tooeletech.edu/students-with-disabilities/</a>
Uintah Basin Technical College	ADA Coordinators <a href="mailto:holly@ubtech.edu">holly@ubtech.edu</a>   435-722-6914 <a href="mailto:trinityl@ubtech.edu">trinityl@ubtech.edu</a>   435-725-7103 <a href="https://www.ubtech.edu/admissions/ada-disabilities/">https://www.ubtech.edu/admissions/ada-disabilities/</a>

## Resources

U.S. Department of Education, Office for Civil Rights, Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities, Washington, D.C., 2011.  
<https://www2.ed.gov/about/offices/list/ocr/transition.html>

U.S. Department of Education, Office for Civil Rights, Auxiliary Aids and Services for Postsecondary Students with Disabilities, Washington, DC, 1998.  
<https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.pdf>

Center for Parent Information and Resources: <https://www.parentcenterhub.org/>

## Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The Americans with Disabilities Act (ADA)

	IDEA (K-12)	Section 504 (K-12/College)	ADA (College/Empl)
<b>Requirements in the Law</b>	<ul style="list-style-type: none"> <li>➤ Provides a free, appropriate, public education in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated in to the mainstream.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extends coverage of section 504 to employment, public &amp; private education institutions, transportation providers &amp; telecommunications, regardless of presence of any federal funding.</li> </ul>
<b>Definitions in the law</b>	<ul style="list-style-type: none"> <li>➤ Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers.</li> <li>➤ Not all students with disabilities are eligible.</li> </ul>	<p>Defines persons with disabilities who:</p> <ul style="list-style-type: none"> <li>➤ Have a physical or mental impairment which limits one or more major life activities;</li> <li>➤ Have a record of such an impairment; or</li> <li>➤ Are regarded as having an impairment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Definitions of disability essentially same as Section 504 &amp; extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious &amp; non-contagious diseases.</li> </ul>
<b>Who is covered</b>	<ul style="list-style-type: none"> <li>➤ Covers students with educational disabilities that require special educational service ages 3-21 or until graduation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Protects all persons with a disability from discrimination in educational setting based solely on disability.</li> </ul>
<b>Services provided</b>	<ul style="list-style-type: none"> <li>➤ Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.</li> </ul>

	IDEA (K-12)	Section 504 (K-12/College)	ADA (College/Empl)
<b>Funding</b>	<ul style="list-style-type: none"> <li>➤ Schools receive federal funding to provide remedial services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requires that schools not discriminate based on student's disability &amp; must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requires that schools not discriminate based on student's disability &amp; must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.</li> </ul>
<b>Evaluation/ Documentation</b>	<ul style="list-style-type: none"> <li>➤ School district is responsible for identifying &amp; evaluating students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>K-12</u>: School district is responsible for identifying &amp; evaluating students with disabilities.</li> <li>➤ <u>College</u>: Students must self-identify as having a disability &amp; must provide documentation of disability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students must self-identify as having a disability &amp; must provide documentation of disability.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Evaluations are the responsibility of the school &amp; are performed at no expense to student/parent.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>K-12</u>: Evaluations are the responsibility of the school &amp; are performed at no expense to student/parent.</li> <li>➤ <u>College</u>: Evaluations/ documentation of disability are student's responsibility &amp; expense.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluations/documentation of disability are student's responsibility &amp; expense.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Parents must consent to evaluations &amp; placement decisions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>K-12</u>: Parents must consent to evaluations &amp; placement decisions.</li> <li>➤ <u>College</u>: Student has responsibility for advocacy, negotiating accommodations plan.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student has responsibility for advocacy, negotiating accommodations plan.</li> </ul>
<b>IEP/ Accommodations</b>	<ul style="list-style-type: none"> <li>➤ Individual Education Plan (IEP) developed with parents, teachers &amp; other specialists involved.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students).</li> <li>➤ Accommodation plan developed with college student, Disability Services Coordinator on campus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accommodation plan developed with college student, Disability Services Coordinator on campus.</li> </ul>
<b>Classroom Placement</b>	<ul style="list-style-type: none"> <li>➤ Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary &amp; secondary students)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary, &amp; college students).</li> </ul>	<ul style="list-style-type: none"> <li>➤ All courses are mainstreamed with accommodations provided to students who qualify under ADA.</li> </ul>

# There is No “Resource Room” in College: Accommodations in High School vs College

## High School Accommodations

K-12 schools follow the Individuals with Disabilities Education Act (IDEA, 2004), Rehabilitation Act of 1973 (Section 504), and Americans with Disability Act (Amended 2008).



IDEA allows children with disabilities free and appropriate public education (FAPE) to meet their unique needs and prepare them for further education, employment and independent living.



K-12 schools provide special education services to assure a student’s success and are responsible for helping students succeed.



The Individual Education Plan (IEP) or a 504 Plan guides all accommodations. These plans involve parents, students and school staff. The student’s participation in the planning is optional.



All children in the United States are guaranteed the right to attend K-12 school.



K-12 schools are responsible for testing a student’s disability.



In K-12 schools, the school district provides testing, physical therapy, speech therapy, and personal care.



## College Accommodations

Colleges follow the Rehabilitation Act of 1973 (Section 504), and the Americans with Disability Act (Amended 2008).

Equal access to education is a key principle in higher education. Students have civil rights and must advocate for themselves in order to enjoy those rights. Disclosure of a student’s disability is always voluntary; but a pre-requisite for receiving accommodations.

Colleges are required to provide reasonable accommodations, but do not change class requirements. Students are responsible for their own success.

Parents are not involved in the educational process without the student’s permission. When a student turns 18 or attends college they are legally responsible for themselves per the Family Educational Rights and Privacy Act (FERPA).

To go to college, students must meet all entrance and academic requirements with or without accommodations.

Students provide their own documentation. An IEP is helpful but by itself may not be enough to receive accommodations at the college level. Typically documentation includes educational, psychological or medical records.

In college the student arranges and pays for any personal services, just as if they were living on their own and not attending school. Colleges do not provide personal aides, private tutors and other remedial special education services.

PRE-HIGH SCHOOL

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE

Pre-High School

1. Register for challenging classes in English, mathematics, science, history, geography, and foreign language.
2. Learn what study skills work for you. Find out how to save money for college and the options available for financial aid.
3. Improve any basic skills deficits in reading, mathematics, and oral and written language.
4. Begin a file for the papers that will help in making the transition from high school to college (e.g., IEPs/Section 504 accommodation plans, testing, resources, and study tips).

Freshman (9th grade)

1. Understand what your disability is. Describe how it affects your learning.
2. Actively participate in making your IEP/Section 504 accommodation plan.
3. Work with your school counselor to get the credits and classes needed to meet most college admission requirements.
4. Use accommodations, auxiliary, and/or other services to assist you in learning how to learn.
5. Check out the college resources available to you at your high school, such as concurrent enrollment, technical training, and/or informational pamphlets.
6. Get involved in activities (e.g., leadership, service clubs, recognition).

Sophomore (10th grade)

1. Find programs and areas of interest. Search colleges for more information about programs of interest.
2. Investigate careers and jobs that are interesting to you.
3. Have conversations with people who can tell you more about careers and jobs.
4. Start saving funds for college.

Junior (11th grade)

1. Take an active part in your IEP/Section 504 process. Ask for help understanding your disability. Find out what resources are available.
2. Begin to match interests and hobbies with academic programs and colleges.
3. Investigate numerous majors and colleges that match your needs and interests.
4. Begin studying or take a course to prepare for the ACT or SAT. Be aware of deadlines to register and dates of tests.
5. Learn time management and study skills, stress management, how to advocate for yourself, and how to prepare for a test. Practice these skills.
6. Talk with representatives, then visit your school or take a tour at a college. Visit at a time when it is less busy so they will be able to take you on a tour of the school and answer any questions you may have.
7. Keep a folder with all your documentation. Make sure you keep it current. Look at learning disability testing, if applicable.

8. Make an appointment with your school counselor to discuss senior classes and classes you may be able to take for college credit.

Senior (12th grade)

1. Meet with your school counselor to discuss senior plans and college plans.
2. Increase study skills and self-advocacy skills. Know whom to speak to for assistance, and what solutions may be available.
3. Gather copies of your transcripts, evaluations, a copy of the latest IEP/Section 504 accommodation plan, and medical records if applicable. Include any tests you have taken, such as the ACT, SAT, or ASVAB. Also, include a list of accommodations you received in high school.
4. Turn in scholarship applications in November through February. Fill out and turn in financial aid applications. The deadline for the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov/scholarship> is February 1!
5. Complete applications neatly and accurately. Follow the directions and watch for deadlines. You may wish to apply to more than one college.
6. Make an appointment and visit with the disability or accessibility office any time after February. Registration usually starts in April for the following fall semester.
7. Contact Vocational Rehabilitation (VR) to determine eligibility for services while in college. You can work with the local VR office even if the college is far away.

start planning

