

# Welcome - Class of 2028

Student Accessibility Services

June 2024



University  
of Vermont

# Workshop at a Glance

- **Student Accessibility Services: Overview**
- **Differences Between Disability Services in High School & at UVM**
- **Documentation: What to Submit & Why**
- **Accommodations: How They Are Determined & What They Are Designed to Accomplish**
- **Student Rights & Responsibilities**
- **Understanding The Role of Professors & How to Interact With Them**
- **Expectations For Students at UVM**
- **Academic and Personal Advice**
- **Questions?**

# Student Disability Services: Overview

- **Classroom, Exam & Housing Accommodations:**
  - Tailored support to ensure accessibility in various settings.
- **Meetings with Accessibility Specialists:**
  - Receive personalized advisement and advocacy for disability-related concerns.
- **eBooks:**
  - Access digital learning materials for enhanced convenience and flexibility.
- **Deaf and Hard of Hearing Services:**
  - Specialized support to meet the needs of students who are Deaf or Hard of Hearing.
- **Adaptive Technology:**
  - Utilize cutting-edge tools and resources to enhance accessibility and learning.



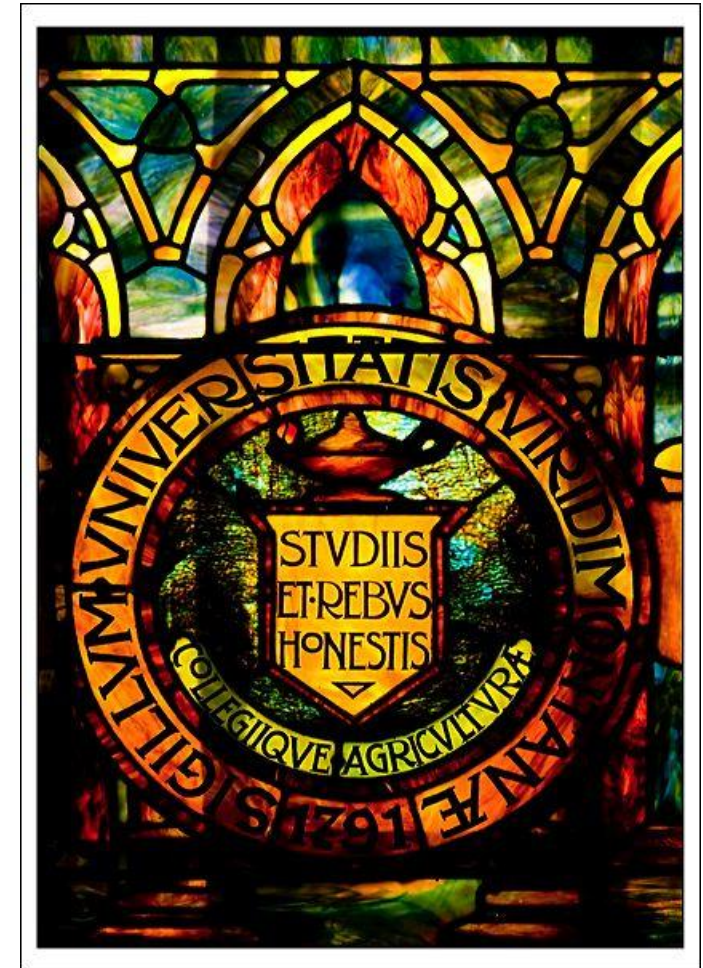
# Our Role & Responsibilities

- **Provide Disability Services:**
  - Offer comprehensive services to eligible students enrolled at UVM.
- **Documentation Review:**
  - Thoroughly assess documentation to evaluate accommodation requests.
- **Determine Reasonable Accommodations:**
  - Evaluate requests to determine the appropriateness and feasibility of accommodations.
- **Interactive Process Implementation:**
  - Facilitate an interactive process involving students and faculty input while ensuring essential course components are maintained.
- **Educate and Empower Students:**
  - Empower students to effectively communicate with faculty regarding their accommodations, fostering self-advocacy and understanding.



# Disability Services: High School vs. College

- **Varied Needs:**
  - Accommodation requirements differ among students due to the diverse nature of disabilities.
- **Legal Framework:**
  - **High School:** Governed by the Individuals with Disabilities Education Act (IDEA) until 12th grade, which mandates Individualized Education Programs (IEPs) or 504 plans.
  - **Higher Education:** Covered by the Americans with Disabilities Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act, ensuring accommodations in post-secondary institutions.
- **Continued Support:**
  - ADAAA and Section 504 extend legal protections and accommodations into higher education, fostering accessibility and equal opportunities for students with disabilities.



# Documentation Requirements

- **Eligibility for Services:**
  - Students must provide documentation and/or a narrative of their disability to qualify for services.
- **Purpose of Documentation:**
  - Explain the functional impact of the disability/disabilities.
  - Establish the necessity for accommodations to support academic success and accessibility.



# Accommodations

- **Equitable Access:**
  - The law aims to provide equitable access, not unfair advantage, to students with disabilities.
- **Accommodations:**
  - Determined individually based on the student's narrative and documentation.
  - Intended to ensure equal opportunity for students to demonstrate learning and understanding.
  - Cannot compromise essential components of courses, programs, or activities.
  - Not applied retroactively.
  - May vary and may not always transfer to other institutions or organizations.



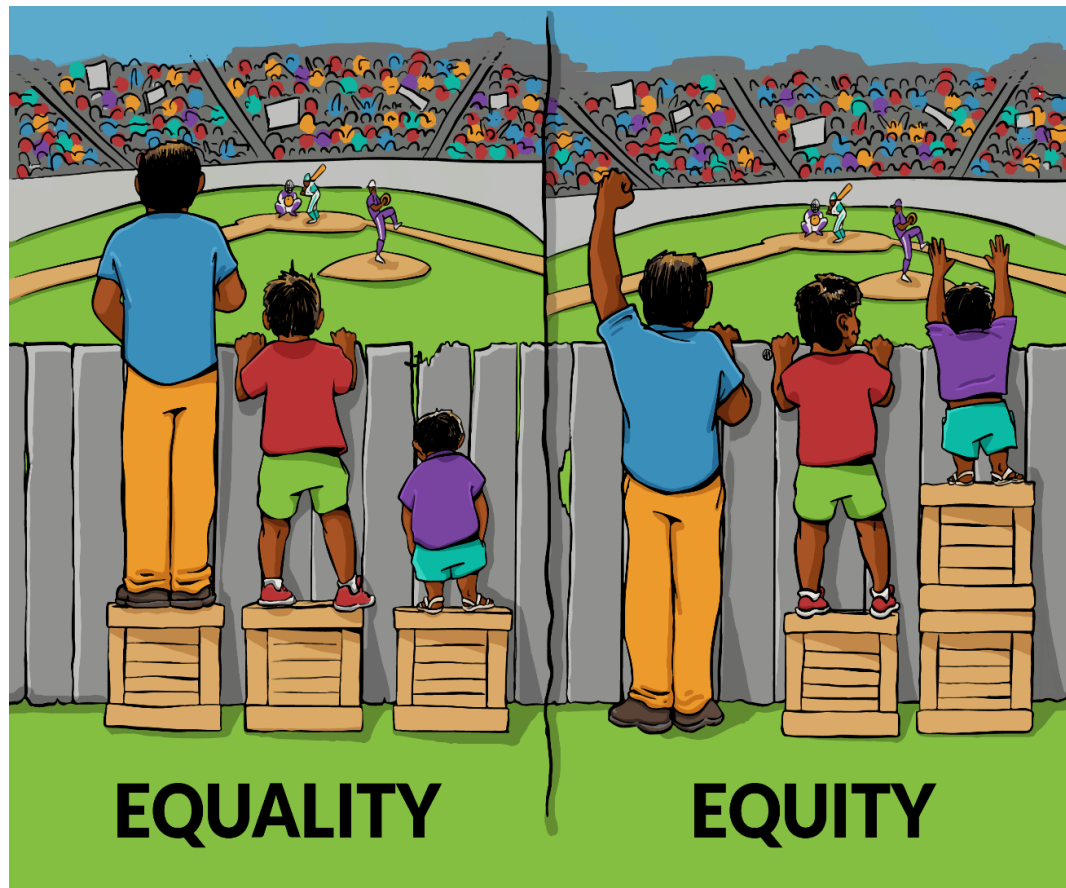
# Rights of Students under ADA and Section 504

- **Reasonable and Appropriate Accommodations:**
  - Students have the right to reasonable and appropriate accommodations to ensure equal access to education.
- **Access to Various Settings:**
  - Accessible classes, campus activities/programs, housing, and UVM internships/clinical rotations must be provided to accommodate students with disabilities.
- **Confidentiality and Privacy:**
  - Upholding confidentiality through the principle of "need to know" ensures that student information is protected under the Family Educational Rights and Privacy Act (FERPA).





# Student Responsibilities



- **Meet with Accessibility Specialist:**
  - Schedule a meeting to determine appropriate accommodations tailored to individual needs.
- **Request Accommodations in Advance:**
  - Submit accommodation requests early, as some may require additional time for implementation.
- **Notify Professors Each Semester:**
  - Send accommodation letters to professors at the beginning of each semester to ensure awareness and implementation of accommodations.
- **Collaborate with Professors:**
  - Work with each professor to create a plan for utilizing accommodations effectively in the classroom.
- **Develop Self-Advocacy Skills:**
  - Learn to advocate for yourself by understanding your rights and effectively communicating your needs.

# Professor's Role



- **Information Delivery:**
  - Responsible for providing course material; students are accountable for learning.
- **Expertise and Training:**
  - Professors are experts in their field but may not be trained in education methods.
- **Understanding of Disability:**
  - Not all professors may fully understand disabilities and accommodations.
- **Limited Tutoring Role:**
  - While they have office hours, professors may not always be the best resource for tutoring.
- **Course Design Freedom:**
  - Professors have the freedom to design courses as they see fit, resulting in variations between instructors.

# Classroom Etiquette and Expectations

- **Bathroom Breaks:**
  - Generally, students quietly leave the classroom for bathroom breaks without needing to ask permission. Check syllabus.
- **Course Requirements:**
  - Professors design course requirements, including attendance and participation policies.
- **Grading Criteria:**
  - Effort doesn't always correlate with grades; performance is typically the basis for grading.
- **Initiating Contact:**
  - Students should proactively reach out to professors rather than expecting them to initiate contact.



# Interacting with your Professor

- **Follow-Up with Professors:**
  - Contact each professor every semester regarding your accommodation letters. Collaborating on a plan is crucial for success.
- **Initiate Contact:**
  - Take the initiative to reach out to professors directly.
- **Positive Response:**
  - Professors will appreciate your proactive approach and willingness to engage.



# Academic Success Tips



- **Manage Your Time:**
  - Understand your sleep, study, and eating needs, and schedule them accordingly.
- **Track Your Progress:**
  - Regularly monitor your grades to stay informed about your academic performance.
- **Attend Classes:**
  - Attend classes consistently, even if attendance isn't graded, to stay engaged and informed.
- **Refer to the Syllabus:**
  - Review the syllabus to understand course requirements, assignments, and deadlines.
- **Learn Effectively:**
  - Develop effective study habits and strategies to grasp and retain course material.

# Starting College Tips



- **Begin with a Lighter Load:**
  - Avoid spreading yourself too thin by starting with a manageable course load.
- **Navigate Large Classes:**
  - Some large lecture classes may be unavoidable; utilize tutoring and study groups for support.
- **Prioritize First Semester GPA:**
  - Your first semester GPA sets the tone; strive to start strong academically.

# Questions?

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