1. School will provide a free and appropriate education to all students; under 504, no difference in access than for all other students

2. School will identify students with potential disabilities; under 504, parent/guardian must bring disability information to the attention of the school-based 504 Coordinator/Committee

3. School will provide assessment and evaluation; under 504, no assessment/evaluation is provided

4. Eligibility for services is diagnosis-driven and disabilities are classified according to specified diagnostic criteria; under 504, eligibility for accommodations is diagnosis-driven

5. School will involve parent and/or guardian in placement decisions; under 504, no separate placement issues are considered

6. School will involve students in programs where they can benefit in any way, as recommended by the placement committee and agreed to by the parents and/or guardian; under 504, no separate academic programs are provided

7. School will structure part or all of a student’s daily schedule; under 504, no separate academic scheduling is provided

8. School will develop Individual Education Plan (IEP) which teachers follow towards meeting established outcomes; under 504, school-based 504 Coordinator/Committee develops 504 Plan

9. School will modify educational programs/programming, as needed; under 504, 504 Plan specifies modifications/accommodations to be provided in all programs, services, and activities

10. School will provide certain non-academic services (e.g. school nurse); under 504, no difference in access than for all other students

1. College/University will provide access to programs and services for students with disabilities equal to those academic programs and services available to all students

2. College/University will inform all students of the location of the disability services (DS) office and the procedures for accessing services; student will self-identify or disclose his/her disability to DS

3. Student will provide documentation of a disability to DS for review and verification; student will obtain evaluation, if necessary

4. Eligibility for reasonable accommodations is diagnosis-driven by severity of impact of the disability on a major life activity(ies)

5. Student will act as an independent adult; DS will protect a student’s right to privacy and confidentiality

6. DS will prepare letters to instructors specifying accommodations that must be provided based on documentation; student will contact his/her instructors to activate accommodations for each of his/her classes each semester

7. Student will arrange his/her own academic schedule with guidance from an academic advisor

8. No plan is developed specifying outcomes

9. DS will prepare letters to instructors specifying accommodations that must be provided based on documentation; college/university personnel will work to ensure academic programs and services

10. Student will arrange for and obtain his/her own personal attendants, tutors, individually designed or fitted assistive technology, etc.
The Accommodation Process

Post-secondary institutions provide academic accommodations to students who provide documented evidence of a disability that substantially limits a major life activity (e.g., learning, hearing, seeing, etc.). Accommodations are designed to ensure equal access to academic programming and services. Accommodations must be reasonable and cannot alter the essential requirements of a course or program that a student is expected to meet.

In order to register with the Disability Resource Center (DRC) and receive academic accommodations, your student must self-identify as a student with a disability by providing documentation and completing a collaborative interview with a DRC staff member. As a family member, your role throughout this process is one that is primarily supportive rather than directive. Your student will be expected to lead the collaborative interview, as well as meetings to discuss accommodations with his/her instructors. Following is additional information about the registration process:

Documentation:
The Disability Resource Center requires documentation from a qualified physician or other licensed professional in a field related to the disability. Since each disability is unique, guidelines for what constitutes appropriate documentation for a particular disability are available on our website. Please note that a copy of an Individual Education Plan (IEP) or a 504 Plan by itself may not be sufficient documentation, especially if the IEP or 504 plan does not contain a summary of relevant diagnostic information.

Collaborative Interview:
Your student will meet with a Disability Resource Center staff member during the registration process. He/She should be prepared to discuss the impact of his/her disability in the academic environment, his/her history of accommodations, and the accommodations being requested. This information, together with the results of the documentation review, will help our staff and your student determine reasonable accommodations.

Accommodations:
Once a decision has been made regarding accommodations, your student will be able to request his/her accommodation letters to provide to instructors. He/She should be prepared to discuss with his/her instructors the impact of his/her disability and how the requested accommodations will support him/her in the classroom.

Student Responsibilities
- The entire accommodation process is student-initiated. It is not the post-secondary institution’s responsibility to initiate the accommodation process for the student. While you as a family member may want to advocate for your student and assist in the accommodation process, confidentiality laws prohibit college/university personnel from discussing your student’s information with anyone, including parents, without written consent from the student.
- Your student is responsible for ensuring that appropriate documentation is provided to the DRC.
- Your student must distribute the accommodation letters to his/her instructors and discuss with them any relevant information related to his/her disability and its impact on academics.
- Accommodations, such as note-services and accommodated testing, require the student to follow established procedures. Your student could risk losing the support of these accommodations if the procedures are not followed.
- Your student is responsible for informing the Disability Resource Center if he/she experiences any difficulties with his/her accommodations or if the status of his/her disability changes. If our office does not hear from your student, it will be assumed that all is well.
- Your student is responsible for requesting accommodation letters each semester. Accommodations will not be put in place until accommodation letters are presented to his/her instructors. Accommodations cannot be provided retroactively.

DRC Support Services

Facilitated Peer Support Groups are available for registered students to provide educational and solution-focused support in a group setting. Groups provide psycho-educational information and support to students in the management of the impact of disability on academics. Support groups are formed at the beginning of each semester and meet weekly. Typically two support groups are offered, one with a mental health focus (anxiety & depression) and one with a learning strategy focus. Support groups can offer students the following benefits:
- Learn from the experience and expertise of others
- Create a sounding board for specific issues or concerns
- Provide a confidential and safe supportive environment
- Interact with others that may be experiencing similar concerns or issues

Individual Strategy Sessions are available to registered students to provide academic support and strategies tailored to meet a student’s specific needs. Strategy work could include time management, study skills, procrastination, and test anxiety.

The Assistive Technology Lab features six work stations with printer access. The lab provides access to registered students to use software programs, such as: screen readers, screen magnifiers, speech-to-text, text-to-speech, and other reading and writing support tools. Students are asked to make an initial appointment in order to receive training on the programs they are interested in using. The lab is open 8:00am-5:00pm Monday-Friday.

Campus Resources

Career Resource Center www.crc.ufl.edu
Counseling & Wellness Center www.counseling.ufl.edu
GatorLift and Handicapped Parking Decals www.parking.ufl.edu
Office for Student Financial Affairs www.sfa.ufl.edu
Student Health Care Center http://shcc.ufl.edu/
Teaching Center www.teachingcenter.ufl.edu
U Matter, We Care www.umatter.ufl.edu
Writing Studio writing.ufl.edu/writing-studio

Confidentiality

The Disability Resource Center is committed to ensuring all information regarding a student remains confidential as required by “The Family Educational Rights and Privacy Act” (FERPA). Student files maintained by the Disability Resource Center are accessed by authorized office staff only. Information will be shared only after a student has signed a consent form or if required by federal or state law. Information regarding registering with our office is not reflected on a student’s transcript or diploma.

Contact Information

If you would like to request this guide in an alternative format (e.g. large print, electronic file) or if you have any questions about the contents of this guide or the services provided by the Disability Resource Center, please contact us at 352-392-8565.