



Procedures for Students Applying for Academic Accommodations at UT Permian Basin

1. Student must complete an Application for Disability Services and submit it to the Office of ADA for Students (OADAS) and schedule an appointment to meet with the OADAS Officer. If seeking a Residence Life and Dining Services accommodation, a student will also complete a Housing Accommodation Application. Submit the application(s) by email at ADA@utpb.edu or in person to the ADA Officer located in the Mesa Building, Room 4243.
2. Complete the Student Rights and Responsibilities form.
3. Complete the OADAS Intake form.
4. Documentation consisting of an evaluation by an appropriate professional that relates the current impact of a disability condition must be provided to the Office of ADA for Students. The diagnostician must be an impartial individual who is not a family member of the student. This licensed provider should be licensed/practicing in this state, has a pre-existing practitioner-patient relationship with the patient established in accordance with Texas Medical Board rules, out of state documentation will be accepted in accordance with the primary residence of the student.

Documentation should include:

A diagnostic statement on letterhead (not prescription pad) the date of the most recent evaluation;
The current impact of (or limitations imposed by) the condition;
Treatments, medications, devices or services currently prescribed or used to mitigate the impact of the condition;
Recommended Educational Accommodations on Request Form provided;
and the expected duration, stability or progression of the condition.

5. Educational Accommodation(s) is(are) based on the submitted documentation, or further documentation and/or information (which may include an interview with the student) is needed to make a determination.
6. The OADAS Officer will meet with the student to discuss the recommended accommodation(s), answer any questions, and remind the student of her/his responsibilities to retain permission to utilize accommodations granted. S/he also will be given the handout on ADA and educational accommodations, which provides this and other general information in writing.
7. If the student is satisfied with the recommended accommodation(s), s/he will be given a form specifying: (1) the accommodation(s) they qualify for; (2) the requirement to make appointments with each current professor to discuss the implementation of accommodation(s) specific to the

type of course material and work required in that class; (3) a reminder that they must provide a class schedule prior to each semester that they want accommodations to continue.

8. Each semester that the student utilizes accommodations, they **must** submit a current class schedule to the OADAS before accommodations are to be provided (before the start of the semester and before any major assignment/exam).
9. If a student has a psychological disability, and does not have the necessary documentation, it is the student's responsibility to obtain an evaluation for her/his condition. Evaluations can be conducted by any number of professionals in the community. Diagnostic services are also available at no cost to the student in the University Counseling Center.
10. Generally, documentation should not be older than five (5) years to be considered current and valid, and within 1 year for psychological disabilities. Further, the documentation should be on letterhead from a professional licensed in the area of the diagnosis.

Understanding the Differences between High School and College

High School	Post-Secondary Institutions
Individuals with Disabilities Education Act (IDEA)	Section 504 of Rehabilitation Act Americans with Disabilities Act Amendment Act 2008
Covers ages 3-21 or until regular high school diploma requirements are met	Covers students with disabilities regardless of age, schools may not discriminate in recruitment, admission, or during enrollment, solely on the basis of a disability
Schools are required to identify students with disabilities through free assessment and the individualized education program (IEP) process	Students are required to submit documentation establishing their disability and need for accommodations. Services are only provided once students self identifies and provides appropriate documentation. Postsecondary institutions are not required to evaluate or test students
Students receive special education and related services to address needs based on an identified disability	Formal special education services are not available.
Services include individually designed instruction, modifications and accommodations based on the IEP	Reasonable accommodations may be made to provide equal access and participation
Progress toward IEP goals is monitored and communicated to the parents and/or student	Students are required to monitor their own progress and communicate their needs to appropriate personnel