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## Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

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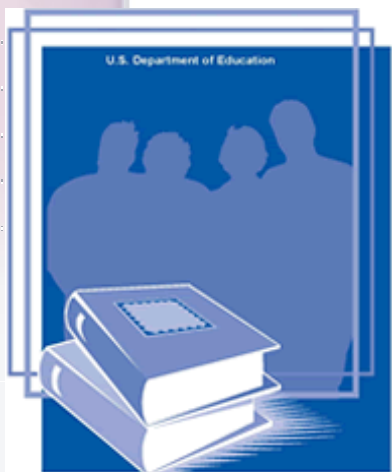
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**Students With Disabilities Preparing For Postsecondary Education: Know Your Rights and Responsibilities**

more high school students with disabilities are continuing their education in postsecondary schools, including vocational schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities of postsecondary schools toward you. Being informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without interruption or delay.

Information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are planning to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide

adjustments, including auxiliary aids and services, to school does not discriminate on the basis of disability.

Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) which prohibit discrimination on the basis of disability. Every school district and postsecondary school in the United States is subject to one or both of these laws, which have different requirements.\*

Both school districts and postsecondary schools must follow these same laws, but the responsibilities of postsecondary schools are significantly different from those of school districts.

As a student, you will have different responsibilities as a postsecondary student than you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will give you the opportunity to succeed as you enter postsecondary education.

Our frequently asked questions and answers provide more specific information to help you succeed.

### **When I leave high school and go to postsecondary education, will I see differences in requirements and how they are addressed?**

Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, some of the requirements that apply through high school are different from the requirements that apply beyond high school. For example, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

After you leave your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, safe and accessible housing to students with disabilities at the same cost.

Some important differences you need to know, even before you enter your postsecondary school, are addressed in the frequently asked questions.

### **Can a postsecondary school deny my admission because I have a disability?**

If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

### **How do I inform a postsecondary school that I have a disability?**

However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. In addition, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

## Academic adjustments must a postsecondary school

Appropriate academic adjustment must be determined on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are requesting priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in a dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

When requesting an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although a school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make accommodations that would fundamentally alter the nature of a course, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed equipment, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

### When an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

### When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to implement than others. You should follow your school's procedures to ensure that your school has enough time to process your request and provide an appropriate academic adjustment.

### How do I prove that I have a disability to obtain an academic adjustment?

Typically, yes. Your school will probably require you to provide documentation that shows you have a current disability and need an academic adjustment.

### What documentation should I provide?

Schools may set reasonable standards for documentation. Some

Some students require more documentation than others. They may ask you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide on an appropriate academic adjustment.

Even though an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education has different demands than high school education, and the demands you need to meet these new demands may be different. In some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

### **Who pays for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may contact your state vocational rehabilitation agency through the following Web page: <http://www.jan.wvu.edu/SBSES/HAB.HTM>.

### **What should I expect if my school has received the necessary documentation?**

Your school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that your school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative would also be effective. The school may also conduct its own evaluation of your disability needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

### **What if the academic adjustment we identified is not what we expected?**

Your school should know as soon as you become aware that the adjustment is not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. Your school should work together to resolve the problem.

### **Can a postsecondary school charge me for providing an academic adjustment?**

Furthermore, it may not charge students with disabilities for participating in its programs or activities than it charges students who do not have disabilities.

### **What do I do if I believe the school is discriminating against me?**

Typically every postsecondary school must have a person—often called the Section 504 Coordinator, ADA Coordinator, Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

A school must also have grievance procedures. These procedures are not the same as the due process procedures which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps that ensure that you may raise your concerns fully and fairly and provide for the prompt and equitable resolution of your complaints.

Many publications, such as student handbooks and catalogs, describe the steps you must take to start the grievance process. Often, schools have both formal and informal grievance processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your complaint.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to the school's grievance procedures, you may [file a complaint](#) with the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at [www.ed.gov/ocr/docs/auxaids.html](http://www.ed.gov/ocr/docs/auxaids.html).

Students with disabilities who know their rights and their capabilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in postsecondary education.

### **For more information about the civil rights of students with disabilities in education institutions, you may contact us at :**

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100  
Phone: 1-800-421-3481  
TDD: 1- 877-521-2172  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)  
Web site: [www.ed.gov/ocr](http://www.ed.gov/ocr)

be familiar with another federal law that applies to the of students with disabilities—the Individuals with Education Act (IDEA). That law is administered by the Special Education Programs in the Office of Special and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) do not apply to postsecondary schools. This pamphlet discusses the IDEA or state and local laws that may apply.

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