The Ability Services office works directly with students to establish reasonable accommodations which are based on an individual’s diagnosis, history, and acknowledgment of skills and barriers. Ability Services clearly recognizes ADAAA and the civil rights of students who have been diagnosed with a difficult physical, psychological, neurological, or cognitive issue which significantly impedes one’s academic performance in higher education.

An accommodation is a modification in how a student participates in classes and activities. This modification allows a student to meet standards but does not change those standards and will not alter an established curriculum.

If you had an IEP or 504 Plan in high school...
This history may prove valuable in understanding what supports may be helpful in college. A new diagnosis will likely involve an exploration of options. All situations will require a conversation with our office staff and documentation which clearly supports your diagnosis and any requested accommodation.

In college, it is the student’s responsibility to provide necessary documentation. Documentation is to be completed by the appropriate licensed professional and be detailed to verify eligibility. Documentation should demonstrate a current, substantial impact of one or more major life activities, and clearly support each accommodation requested.

Connect with Ability Services weeks before you’ll need accommodations.
To begin the process, visit our homepage at www.uwrf.edu/AbilityServices. Here, complete the New Student Application. For students new to UWRF, it is recommended to contact Ability Services once you’ve registered for your first semester courses. If you’re a current student with a new diagnosis or inquiring about accommodations, contact us as soon as possible.

All inquiries are welcome. Contact us by phone or email:

715-425-0740
ability.services@uwrf.edu
123 David Rodli Hall
Monday- Friday 8:00 to 4:30

The responsibility for disclosing barriers and requesting specific accommodations belongs to the student.

Relevant and recent medical evaluations, supplied by the student, should clearly support the need for each requested accommodation.

Any modification that alters the objective or the requirements of an assignment or the course will not be allowed.

Student is responsible for being one’s own advocate in communicating academic barriers, strengths, needs, and concerns.

Parent cannot access student records unless the student signs a release of consent to share information.

REASONABLE ACCOMMODATIONS
• Testing
• Note-Taking
• Alternate Formatted Text
• Physical Classroom Adaptions
• Flexibility
• Assistive Technology

General Supports offered, but not an accommodation:
• Promote strategies for self-advocacy and independence
• Problem-solve with accommodation concerns
• Provide safe space in our office for testing
• Collaborate to promote diversity initiatives
• Address institutional disability concerns
• Introduce resources for all students, including tutoring and writing center

NOT AN ACCOMMODATION under section 504 or ADA
• Modifications to curriculum
• Notes for tests
• Retaking exams
• Tutoring
• Unlimited test time
• Termination of campus contracts (housing/dining)
• More convenient parking on campus
• Mobility equipment
• Spontaneous action
• Guaranteed success

ACCOMMODATION PROCESS IN COLLEGE LOOKS DIFFERENT THAN HIGH SCHOOL

Equal Opportunity with Accommodation