



**Universitas  
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DECREE OF THE RECTOR OF UNIVERSITAS SUMATERA UTARA

CONCERNING

GUIDELINES FOR STUDENTS SERVICES WITH DISABILITIES  
IN THE ENVIRONMENT OF UNIVERSITAS SUMATERA UTARA

THE RECTOR OF UNIVERSITAS SUMATERA UTARA,

Considering : To ensure equal rights for students with disabilities in accessing educational facilities in the environment of Universitas Sumatera Utara, it is necessary to establish a Decree of the Rector of Universitas Sumatera Utara regarding Guidelines for Students Services with Disabilities in the environment of Universitas Sumatera Utara

In view of : 1. Law of the Republic of Indonesia Number 20 of 2003 Regarding the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301); as amended by Law Number 1 of 2023 concerning the Penal Code (State Gazette of the Republic of Indonesia Year 2023 Number 1, Supplement to the State Gazette of the Republic of Indonesia Number 6842);

2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);

3. Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities (State Gazette of the Republic of Indonesia 2016 Number 69, Supplement to the State Gazette Number 5871);

4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia of 2014 Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);

5. Government Regulation Number 16 of 2014 concerning the Statutes of the University of North Sumatra (State Gazette of the Republic of Indonesia 2014 Number 42, Supplement to the State Gazette of the Republic of Indonesia Number 5500);

6. Government Regulation of the Republic of Indonesia Number 26 of 2015 concerning Forms and Mechanisms of Funding for Legal Entities of State Universities as amended by Government Regulation of the Republic of Indonesia Number 8 of 2021 concerning Amendments to Government Regulation of the Republic of Indonesia Number 26 of 2015 concerning Forms and Mechanisms of Funding for Legal Entities of State Universities (State Gazette of the Republic of Indonesia of 2021 Number 28, Supplement to the State Gazette of the Republic of Indonesia Number 6461);
7. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 46 of 2017 concerning Special Education and Special Services in Higher Education (State Gazette of the Republic of Indonesia 2017 number 926);
8. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education (State Gazette of the Republic of Indonesia 2023 number 638);
9. Rector's Regulation of Universitas Sumatera Utara Number 13 of 2022 concerning Academic Regulations for Undergraduate Programs, Masters Programs, and Doctoral Programs at Universitas Sumatera Utara;

HAS DECIDED

To enact : DECREE OF THE RECTOR OF UNIVERSITAS SUMATERA UTARA CONCERNING GUIDELINES FOR STUDENTS SERVICES WITH DISABILITIES IN THE ENVIRONMENT OF UNIVERSITAS SUMATERA UTARA

FIRSTLY : Establishing Guidelines for Students Services with Disabilities within the environment of Universitas Sumatera Utara as outlined in the Attachment, which is an integral part of this Rector's Decree.

SECONDLY : This Decree is valid from the stipulation date.

ATTACHMENT  
DECREE OF THE RECTOR OF UNIVERSITAS SUMATERA UTARA  
NUMBER :  
DATE :  
ON  
GUIDELINES FOR STUDENTS SERVICES WITH DISABILITIES IN  
THE ENVIRONMENT OF UNIVERSITAS SUMATERA UTARA

GUIDELINES FOR STUDENTS SERVICES WITH DISABILITIES IN THE  
ENVIRONMENT OF UNIVERSITAS SUMATERA UTARA

CHAPTER I  
INTRODUCTION

A. Background

Disability refers to long-term physical, intellectual, mental, and sensory limitations that can create barriers and difficulties in fully and effectively participating in the environment. Persons with disabilities are individuals who experience physical, intellectual, mental, and sensory limitations, and they are entitled to the same rights as other citizens. Individuals with disabilities must receive special services in the field of education due to their physical, intellectual, mental, and sensory differences from other citizens.

Universitas Sumatera Utara is a legal entity higher education institution that implements higher education in Indonesia, and therefore, Universitas Sumatera Utara must participate in providing facilities for students with disabilities to pursue higher education. The facilities provided by Universitas Sumatera Utara include the admission of new students with disabilities, adjustments to study programs for students with disabilities, ensuring that graduates have qualifications equal to those of other students, as well as the infrastructure and facilities that support students with disabilities to compete with other students in their educational journey at Universitas Sumatera Utara.

Educational opportunities for students with disabilities have opened up significantly. This reflects the concern and commitment of Universitas Sumatera Utara to assist individuals with disabilities in fulfilling their right to education for a better life. To provide educational support for students with disabilities in the environment of Universitas Sumatera Utara, it is necessary to develop guidelines for students services with disabilities in the environment of Universitas Sumatera Utara as a reference for facilitating students with disabilities.

B. General Definitions

In this guideline, the following terms are defined as:

1. Universitas Sumatera Utara (USU) refers to the state higher education institution with legal status.
2. Rector is the organ of USU that leads the administration and management of USU.

3. Faculty is a grouping of supporting resources, which can be categorized by major/department, that organizes and manages academic, vocational, or professional education within a specific field of knowledge, technology, humanities, and/or arts.
4. Lecturer is a professional educator and scholar whose primary responsibility is to transform, develop, and disseminate knowledge, technology, and arts through education, research, and community service.
5. Persons with Disabilities are individuals who experience long-term physical, intellectual, mental, and/or sensory limitations that create barriers and difficulties in fully and effectively participating in society on an equal rights basis.
6. Students of USU (hereinafter referred to as Students) are learners at the academic, vocational, and professional education levels at USU.
7. Educational Staff of USU (hereinafter referred to as Educational Staff) are community members who dedicate themselves and are appointed with the primary task of supporting the administration of higher education in the environment of USU.
8. Students with Disabilities are students who have impairments, obstacles, or difficulties in performing specific activities, requiring special aids, environmental modifications, or alternative techniques to fully and effectively participate in education at USU.
9. Blindness refers to the condition of loss of vision or significant visual impairment that requires special aids, environmental modifications, or alternative techniques to compensate for the loss of visual function, enabling full participation in learning activities and other societal engagements.
10. Hearing Impairment refers to the loss of hearing ability across all gradations or levels, including mild, moderate, severe, and profound, which affects communication and language, thereby necessitating special services.
11. Physical Disability refers to physical and/or motor impairments that require special aids, environmental modifications, or alternative techniques to enable full participation in learning activities and other societal engagements.
12. Autism Spectrum Disorder (ASD) is a condition characterized by challenges in social interaction and communication.
13. Learning Difficulties refer to challenges in specific academic areas without intellectual impairment.
14. Accessibility is the provision of facilities for persons with disabilities to ensure equal opportunities.
15. Media refers to tools that facilitate persons with disabilities in carrying out learning activities.
16. Learning Resources are various materials that provide information as study materials.

### C. Objectives

The objectives of the guidelines for students services with disabilities in the environment of USU are to:

1. Realize equal rights and opportunities for persons with disabilities toward a prosperous, independent, and non-discriminatory life in the educational process at USU.
2. Assist USU in providing an inclusive environment and specialized services for students with disabilities
3. Help students with disabilities easily access administrative, academic, and student services on campus.
4. Support students with disabilities in learning effectively and completing their studies on time with optimal achievement.

### D. Scope

The scope of the guidelines for students services with disabilities encompasses services, support, and funding for students with disabilities in the environment of USU.

## CHAPTER II SERVICES FOR STUDENTS WITH DISABILITIES

### A. Admission of New Students

#### 1. Admission Pathways

The admission of new students with disabilities can be conducted through general and special pathways:

- a. Admission of new students with disabilities through the general pathway is carried out via the national selection route for public universities and joint selection for public universities.
- b. Admission of new students with disabilities through the special pathway involves specific policies by the university, including providing special quotas for prospective students with disabilities and/or affirmative programs conducted through independent testing at USU.

#### 2. Implementation Guidelines

The following aspects must be considered in the admission process for new students with disabilities:

- a. In the announcement for prospective students, every university should explicitly state that persons with disabilities have equal opportunities to apply and participate in the new student admission selection process.

- b. The announcement for registration and examination must be accessible to persons with disabilities, such as providing online announcements that can be accessed by prospective students with disabilities.
- c. Examination questions must be provided in accessible formats for prospective students with disabilities. For blind candidates, exam questions can be presented in Braille, soft copy, audio, or printed in large font.
- d. Examinations must be conducted in accessible locations for prospective students with disabilities, such as holding tests in rooms located on the ground floor.
- e. To enable hearing-impaired participants to access oral information during the examination, sign language interpreters should be provided.
- f. Additional exam time should be granted, particularly for blind and hearing-impaired participants when exam questions are provided in Braille or read aloud by an assistant. The additional time should range from 30 to 40 percent.
- g. To anticipate potential study failures and guide the suitability of chosen fields of study for prospective students with disabilities, the university may conduct additional tests, such as special interviews.

## B. Learning Content

Students with disabilities must have equal access to materials as their peers. Considering the type and degree of disability they may have, the development of materials for students with disabilities can be achieved through:

### 1. Duplication

There should be no difference in the type, depth, and breadth of materials provided to students with disabilities compared to those offered to other students. Students with disabilities receive the same information, concepts, theories, materials, topics, or subtopics as presented to the general student body. The differences do not lie in the level of depth and breadth of the materials but in the modifications to the teaching and learning processes. The methods for modifying the teaching and learning processes are explained in detail in Section D of this chapter.

### 2. Substitution

Substitution involves replacing some materials with equivalent content. This replacement occurs when certain materials are not feasible for students with disabilities but can be substituted with other comparable materials. For example, a student with speech difficulties may not be able to participate in speaking activities; therefore, the speaking component can be replaced with a writing assignment.

## C. Teaching and Learning Process

### 1. Learning Services

The limitations and barriers faced by students with disabilities necessitate efforts to modify methods or tools to enable them to participate optimally in learning activities. Below are some implementation guidelines for modifying learning for students with disabilities:

#### a. For Blind Students:

- 1) Various learning materials created by lecturers should be provided in accessible formats for blind students, such as Braille, soft copies, or printouts in enlarged font.
- 2) Lecturers should increase verbal information to compensate for the limitations in visual information reception experienced by blind students.
- 3) For taking notes or completing evaluation tasks, blind students can use touch-based reading and writing systems (Braille), portable devices resembling laptops equipped with Braille keyboards for data input, which provide output in Braille and audio (known as note-takers), or standard laptops and audio recordings.
- 4) Blind students may be required to submit their coursework in regular print format, similar to other students.

#### b. For Hearing-Impaired Students:

- 1) Lecturers should provide more visual materials and information, such as images, photos, videos, and written content.
- 2) Lecturers should avoid turning away from hearing-impaired students while speaking, as these students rely on lip reading to gather information.
- 3) Hearing-impaired students should be seated at the front of the classroom to clearly read the lecturer's lips, body language, and expressions.
- 4) Avoid speaking too quickly or using complex sentences, as this may be difficult for hearing-impaired students to understand.
- 5) Lecturers are encouraged to utilize demonstration methods, hands-on activities, and practical exercises.
- 6) The use of multimedia is recommended for enhancing the learning experience.
- 7) Deaf Students are allowed to explain their thoughts and ideas using sign language, and if it still not understandable, it can be supplemented with written language; and
- 8) providing an interpreter for Deaf Students who need it.

#### c. Physically Disabled Students:

- 1) learning that requires motor activity must be changed or replaced with easier methods;

- 2) providing alternative tasks to Physically Disabled Students with according to their mobility abilities;
- 3) Physically Disabled Students must be placed in positions that facilitate their mobility;
- 4) the physical environment and equipment in the classroom must be arranged in such a way as to enable wheelchair users to carry out mobility; and
- 5) the seating area for Physically Disabled Students must have a minimum distance of 1 (one) meter from other objects to allow them to move freely.

d. Autistic Students

There are no special tools that must be provided by the Lecturer for Autistic Students. The level and characteristics of autism are very diverse, causing the need for special services that are individual in nature. Autistic Students generally need social support that functions to help them adapt to the learning environment and social situations. There are several things that must be considered in providing learning services to Autistic Students, including:

- 1) Autistic Students have unusual behavior, so Lecturers must be prepared for all possible behaviors shown by Autistic Students (Autism Spectrum Disorder) ;
- 2) before lectures begin, it is important for Autistic Students to receive orientation and detailed explanations regarding the campus environment, lecture schedules, learning situations and various things that will be faced during lectures, including things that may and may not be allowed during lectures;
- 3) each Autistic Student is equipped with one or more friends who function as friends and mentors to help them adapt and socialize in participating in lecture activities ;
- 4) USU needs to provide counselors for Autistic Students that they can access at any time;
- 5) having small groups that can help increase social interaction by providing guidance for activities supported by special interests; and
- 6) given the opportunity to determine a special place without being required for two-way communication, completing task with unlimited time.

E. Students with Learning Difficulties

- 1) Students with Learning Difficulties need attention from Lecturers to find out where they are experiencing difficulties and how severe the level of difficulties experienced by the students.
- 2) It requires special attention and appropriate assistance for Students with Learning difficulties so that they can develop their potential optimally.
- 3) Students with Learning Difficulties require self-control and self-regulation.
- 4) It is necessary to use various methods, strategies and creativity in teaching in order to utilize the varied learning modalities of Students.
- 5) Cooperating with therapy and counseling centers if it is necessary.
- 6) providing opportunities to complete tasks within time which is longer than others.



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## 2. Media and Learning Resources

Several things that must be considered related to the management of Media and Learning Resources for Students with Disabilities include:

- a. Libraries need to have special rooms provided for Persons with Disabilities and provide special facilities and services so that persons with disabilities can access various references and information easily, also known as a disability corner. Based on this, libraries must have rooms as follows:
  - 1) easily accessible to Person with Disabilities;
  - 2) safe for Persons with Disabilities in conducting orientation and mobility; and
  - 3) comfortable for Persons with Disabilities.
- b. Equipment with Assistive Technology which means any goods or equipment that are commercially obtained or specially made and used to enhance or maintain the functional capabilities, including:
  - 1) Scanners and Optical Character Recognition Software are tools connected to computers, and this tool allows visually impaired Students to scan printed/reference books into files on the computer so they can read them using a screen reader;
  - 2) CCTV is equipment that enlarges text/objects in printed books so that they can be read by low vision Students; and
  - 3) Speech computers are computers that have screen reader software installed.
- c. Books that can be accessed by Students with Disabilities, including:
  - 1) braille books
  - 2) analog talking books
  - 3) digital talking books
  - 4) e-books electronic books.
- d. There is a quiet room for Autistic Students as a place to calm down, this room is designed in such way with lights that are not too bright.:
  - 1) braille books
  - 2) analog talking books
  - 3) digital talking books
  - 4) e-books electronic books

### 3. Practical Courses

Practical Courses are learning activities that contain practice, such as field practice, real work lectures, laboratories, internships, and the like. The following is a guide to serving Students with Disabilities in practical courses, namely:

- a. Students with Disabilities have the right to participate in practical courses, and Lecturers or universities must provide them with the same opportunity to participate;
- b. Lecturers or universities must identify the presence of Students with Disabilities as participants and understand the needs that must be accommodate;
- c. Lecturers need to socialize to other Students, or the community at the practical site regarding the presence of Students with Disability and the importance of attitudes to accept and appreciate them;
- d. do not place Students with Disabilities in Disabilities communities, as this will reduce their learning experiences and challenges;
- e. Do not place Students with Disabilities in the same group but spread them randomly so that they have experience of interacting with other general Students;
- f. Do not direct Students with Disabilities to engage in stereotypical practical activities as this results in Students with Disabilities being unable to carry out academic activities according to their scientific competencies;
- g. Make modifications to facilities so that Accessibility for Students with Disabilities is endured, such as providing accessible forms, accessible practicum locations, and others; and
- h. USU provides Disability companions if it is needed.

### D. Learning Assessment

Several aspects of the implementation of learning evaluation need to be modified so that they can be followed by Students with Disabilities. The following are the guidelines that need to be considered in the implementation of evaluations for Students with Disabilities according to the type of their disabilities:

#### 1. Blind Students:

- a. for Blind Students, test materials can be presented in braille format, soft copy, audio recordings, or large print for low vision Students.
- b. if the above formats cannot be provided, then visually impaired students should receive assistance from a reader;
- c. if the university cannot provide a reader, then visually impaired students should be allowed to bring their own reader;



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- d. visually impaired students taking test in braille format should be given an additional time of up to 30 (thirty) percent;
- e. for the completion of evaluation assignments in the form of papers, book reports, and so on, visually impaired students may be required to submit them in regular printed text like other students; and
- f. for the implementation of practical test, modifications need to be made to allow it to be conducted by visually impaired students.

## 2. Hearing-Impaired Students:

- a. hearing tests for Hearing-impaired Students are considered to be eliminated and replaced by written tests; and
- b. if Hearing-impaired Students must undergo an interview test, the interviewer must speak with clear lip movements and face directly, so that the Hearing-impaired Students can pay attention to the speaker's lip movement. If communication cannot be understood in this way, then use a sign language interpreter or change to written language if it is necessary, accompanied by a sign language interpreter.

## 3. Physically Disabled Students:

- a. for Physically Disabled Students who experience motor impairments that prevent them from writing, they should be allowed to use a laptop to write their test answer;
- b. for physically disabled students who cannot participate in performance tests, they should be replaced with an activity that is still feasible to conduct. This condition applies to courses that are not the main field of study in their major; and
- c. if the examining lecturer is unsure about the appropriate test format for disabled students, they should discuss it with the concerned student and consult with the special services officer for disabled students.

## 4. Autistic Students and Attention Disorders

There are no special tools that needs to be provided for autistic students in the implementation of learning evaluation. Modifications needed in tests may be more on the aspect of time and/or test location. They usually require a comfortable place to be able to complete the tasks and tests assigned by the lecturer. A little understanding and awareness from the lecturer towards autistic students is needed if such situation arises.

## 5. Students with Learning Difficulties

Students with Learning Difficulties generally perform well in several subjects but are somewhat weak in certain subjects. Lecturers need to understand the weaknesses of students with learning difficulties so that they can provide appropriate test services.

#### E. Competency of Graduates

The competency standards of graduates for Students with Disabilities are not different from those of Students in general. The competency standards of graduates still refer to the descriptions of learning outcomes that exist in each study program.

#### F. Lecturers and Educational Staff

1. Lecturers and Educational Staff have awareness and understanding of the essence of Students with Disabilities and the special needs that accompany them.
2. Lecturers have minimal capabilities to provide services to Students with Disabilities, which include:
  - a. learning services
  - b. academic guidance services; and
  - c. thesis guidance and other services available at the university.
3. Educational staff in higher education institutions have minimum understanding and ability to provide administrative services to students with disabilities, including:
  - a. registration services;
  - b. library services; and
  - c. other services available at the higher education institution.
4. USU facilitates Lecturers and Educational Staff to enhance their understanding and competencies in providing services to Students with Disabilities.
5. Efforts to improve understanding and competencies as referred to in point 4 (four) can be carried out through socialization activities, seminars, training, workshops, talk shows, and so forth.
6. USU socializes this guideline book to the leaders and Lecturers in their respective higher education institutions, so that there is a common perception, awareness, and understanding of educational services for Students with Disabilities.
7. USU can issue additional guidelines that are more technical in the form of banners, brochures, or other forms as media to increase awareness and understanding of the academic community about educational services for Students with Disabilities.

### CHAPTER III

#### SERVICES FOR STUDENTS WITH DISABILITIES

USU optimizes the implementation of services for Students with Disabilities by formulating policies that encompass four main components, including:

#### A. Disability Services Unit

USU in the context of optimizing efforts to provide services to Students with Disabilities, needs to establish a disability service unit. The disability service unit is



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responsible for planning, coordinating, evaluating, and supervising the implementation of special services for Students with Disabilities. The disability service unit also functions to provide tutors and volunteers who can guide the deepening of certain subject materials through methods that suit their specific need. The disability service unit has the main duties and functions as follows:

- 1) To plan and propose various forms of programs and policies regarding special services for Students with Disabilities;
- 2) To coordinate services and assistance for Students with Disabilities;
- 3) To conduct coordination and socialization to all parties in the university, Faculty, study programs, institutions that include leadership elements, Lecturers, academic staff, and administration, in the implementation of special services and the provision of accessible facilities in all aspects; and
- 4) To conduct periodic evaluations of the special service programs that have been implemented and continuously make improvements to the services.

#### B. Administrative Services

Academic administrative services function to facilitate and document all academic activities during the study at USU, starting from registration information, selection, admission, teaching and learning processes, evaluation, graduation, and even post-graduation related to diplomas and transcripts. Several things that need to be considered regarding administrative services for Students with Disabilities include:

- 1) USU provides an online administrative services system, so it is easily accessible by Students with Disabilities including the visually impaired;
- 2) When the administrative system is not yet online, special officers are provided to ensure that all information can be easily accessed by Students with Disabilities; and
- 3) USU provides data on the number and types of Students with Disabilities and informs all administrative service units.

#### C. Student Services

USU provides adaptive student programs for Students with Disabilities. These adaptive students programs aim to develop the talents, interests, reasoning, and welfare of Students and are socialized openly and easily accessible to all Students. Each Student with Disabilities can choose student programs that suit their talents, interests, and conditions, and USU provides assistance to achieve optimal results.

#### D. Facilities and Infrastructures

- 1) The arrangement of the physical environment at USU must refer to the applicable regulations regarding building accessibility requirements; every public service provider is

required to provide physical facilities that are accessible for the elderly and person with disabilities. Public buildings and environments must be equipped with accessibility infrastructure for everyone. The management of public buildings and environments must meet the technical accessibility requirements. USU needs to refer to these regulations in designing and developing the physical environment of the campus.

2) The arrangement of the physical environment at USU must provide ease, comfort, and security for Students with Disabilities, so that they can engage in activities independently and effectively.

3) Things that must be done in creating an accessible environment and physical facilities include the following:

a. the use of Disability symbols for certain places, rooms and corners that require them;

b. labeling of public facilities with Braille symbols, for example the symbol braille in elevators, lecture hall doors, office spaces, etc.

c. Multi-story buildings need to be equipped with lifts or ramps to make it easier for wheelchair users;

d. The lift is equipped with audio and braille information so that it can be accessed by Visually impaired; and

e. Ramps need to be provided to allow wheelchair users to access the building or room.

f. It is necessary to provide guiding paths or lines that allow the visually impaired to walk straight in the desired direction. The guiding path usually consists of a part of the floor surface that is colored and has a different texture, also known as a guiding block.

4) Faculties need to provide special toilets that are accessible to wheelchair users and are designed with wheelchair mobility in the toilet room. Accessible toilet specifications include:

a. the toilet room must be at least 2x2 meters in size;

b. designed in the form of a sitting toilet with a height of between 45 (forty five) to 50 (fifty) centimeters, and equipped with handrails next to the closet; and

c. the width of the door must be more than 80 (eighty) centimeters so that wheelchair and crutch users can enter freely.

5) USU needs to provide a raised campus map or layout, allowing visually impaired students to orient themselves in the campus environment easily and well.

6) Crosswalks with sound-activated light buttons.

7) The availability of pedestrian paths that are accessible for persons with disabilities.

8) Campus buses provide accessible facilities for persons with disabilities.

9) Campus bus stops are provided with accessible facilities for persons with disabilities.

10) Each building provides designated parking spaces marked for disabilities.

### CHAPTER III FINANCING

Funding for services for Students with Disabilities is carried out by USU with the following conditions:

A. USU allocates funds for:

1. building accessible facilities and infrastructure for Students with Disabilities;

2. building an appropriate academic and administrative service system for Students with Disabilities;

3. developing awareness and competence of lecturers and educational staff in delivering services to Students with Disabilities; and

4. building an inclusive culture in the environment of USU.

B. USU prioritizes Students with Disabilities to obtain relief or educational financing facilities in the form of:



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1. scholarship support;
2. fee support for education development contribution; and
3. other financial assistance determined by the university.

C. USU provides special funding support for study programs that have Students with Disabilities to develop facilities and service systems for Students with Disabilities.

#### CHAPTER IV CLOSING

The Guidelines for Services for Student with Disabilities are a reference for USU to become an inclusive campus for Students with Disabilities, and support the state's obligations in fulfilling the rights of the disabled community to obtain fair and qualified education.