

APPLICATION FOR ACADEMIC ACCOMMODATIONS

Name: _____

Date of Birth: _____ C-SC Student Number: _____

Primary Phone: _____ Secondary Phone (optional): _____

Email Address: _____ Other (TTY, video, etc): _____

Address: _____

City: _____ State: _____ Zip: _____

Student Type:

Current (select one):

Freshman

Sophomore

Junior

Senior

Graduate Student

Diagnosis(es) [Please Print]: _____

Describe the difficulties you may have, or are having at C-SC that are related to your diagnosis(es) [Please Print]: _____

Please list the accommodations you are seeking [Please Print]: _____

Requested Start Date of Accommodations: _____

Requested End Date of Accommodations: _____

Have you ever received disability related accommodations or services in elementary, high school, or other higher education institutions? If yes, please provide your IEP or 504 Plan as part of this application.

Yes

No

Don't Know

Note: All information provided during the application process will help the Office of Accessibility & Accommodations work with you to determine appropriate academic accommodations, auxiliary aids, and other services. Your signature on this form indicates your desire to pursue services and allows us to initiate a review of the requested adjustments.

In order to assure that accommodations are provided in a timely manner, appropriate documentation of disability should be submitted four weeks prior to the start of the semester in which accommodations are being requested. Once documentation is received and approved, you will need to meet with the Assistant Director of Student Success and Coordinator for Accessibility to discuss accommodations, procedures, and policies. Information regarding your disability is kept in the Accessibility & Accommodations Office and is not part of the student's permanent academic record.

STUDENT NAME [Please Print]: _____

SIGNATURE: _____ DATE: _____

For Office Use Only:

Date Received: _____

Date of Intake Appointment: _____

APPLICATION FOR ACADEMIC ACCOMMODATIONS

MEDICAL PROFESSIONAL FORM

The student named below has requested accommodations through Culver-Stockton College. To determine eligibility and provide services, documentation of the student's disability must be provided during the application process. This documentation must be filled out by a licensed medical or mental health professional who has an established and ongoing relationship with the student.

Student's Full Name: _____

Information About the Student's Disability:

Describe the history of the presenting problem and any current mental/medical health diagnosis(es): _____

Expected duration of the condition:

Permanent

Temporary

Stable

Progressive

Does the student require ongoing treatment? _____

Describe how the diagnosis listed above causes the student to be ***substantially limited*** to a major life activity (i.e. walking, breathing, seeing, hearing, learning, etc.). _____

When did you first meet with the student regarding this diagnosis, and in what context (that is, was it a face-to-face meeting or virtual interaction)? _____

When did you last interact with the student regarding this mental health diagnosis? _____

Please list any specific recommendations regarding possible adjustments or accommodations that would provide this student full access to educational opportunities at Culver-Stockton College. Please provide a **detailed rationale** as to why these accommodations are needed based on the student's functional limitations and/or impacted life activities. Please be as detailed as possible.

Please note - a final determination of which accommodations are reasonable and appropriate for the student will be made by Culver-Stockton College's Office of Accessibility & Accommodations staff. We will consider all available information, including the information provided by you (the medical/mental health provider) and the student's own self report.

Thank you for taking the time to complete this form. If we need additional information, we may contact you at a later date. The named student has signed this form (below) indicating written permission to share additional information with us in support of the request.

If you have any questions, please feel free to contact the Office of Accessibility & Accommodations by phone at 573-288-6000 ext. 6726 or by email accommodations@culver.edu.

Please provide contact information, sign and date below, and return the completed form via fax at 573-288-6547 or via email to accommodations@culver.edu.

Medical/Mental Health Provider's Contact Information:

Name: _____

Email: _____ Phone Number: _____

Address: _____

City: _____ State: _____ Zip: _____

Medical/Mental Health Professional's Licence Information:

Type of License: _____ Date: _____

State or other jurisdiction: _____ License #: _____

I certify, by my signature, that I conducted or formally supervised and co-signed the diagnostic assessment of the student named above.

PROFESSIONAL SIGNATURE: _____

DATE: _____

REFERENCE GUIDE FOR NEW STUDENTS

Applying for Academic Accessibility Services and Using Accommodations

- **STEP 1: APPLYING FOR SERVICES**

- Application Process
 - Submit completed application to the Office of Accessibility & Accommodations, as well as any relevant documentation supporting your disability and need for accommodations.
 - Schedule an intake appointment with the Coordinator of Accessibility to discuss your request for services.

- **STEP 2: APPROVAL PROCESS**

- Intake Meeting
 - Discuss your needs, supporting documentation, and previous accommodations, if applicable, with the Coordinator of Accessibility.
 - Both the supporting documentation and the intake meeting will determine if you are accepted, denied, or if a decision is not yet possible based on documentation provided.

- **STEP 3: REQUESTING ACADEMIC ACCOMMODATIONS**

- Schedule an appointment to discuss accommodations during the first week of the semester. Bring your class schedule and syllabi, if applicable, to the appointment.
- Be prepared to discuss specific accommodations you will need for each class.

- **STEP 4: APPROVAL OF ACCOMMODATIONS**

- Once approved, you will be given an accommodation letter for each of your classes. This letter lists the accommodations you are eligible for. You should review it carefully to make sure that it is correct, and discuss any concerns you may have with the Coordinator for Accessibility.
 - Take your letters to your instructors and discuss your accommodations with them. It is your choice and responsibility to complete this step.
 - You and your instructor will both sign the last sheet of your letter.
 - You will return the ENTIRE letter to the Accessibility & Accommodations office. Accommodations cannot be provided until the signed letter has been returned.

- **Step 5: REAPPLY FOR ACCOMMODATIONS**

- Each semester you will need to meet with the Coordinator of Accessibility to set up your accommodations.
 - Even if your accommodations are not changing, you still need to set up a meeting to receive updated letters of accommodation.
 - Requesting accommodations at the last minute or in the middle of the semester could result in a delay in services. Using out of date letters of accommodations will not be accepted.

REFERENCE GUIDE ACKNOWLEDGEMENT

Applying for Academic Accessibility Services and Using Accommodations

I have received, read, and understand the Reference Guide for Students: Applying for Academic Accessibility Services and Using Accommodations.

Student Name [Please Print]: _____

Student Signature: _____ **Date:** _____

I, _____ give the Coordinator of Accessibility permission to speak with my instructors regarding my accommodations.

Student Signature: _____ **Date:** _____

Semester of requested accommodations:

Fall Spring Summer Year: _____

Please write out class titles, along with what services you are requesting for each class:

Example: "ENG 101: private room for testing"

GUIDELINES FOR DOCUMENTATION

The Office of Accessibility & Accommodations requires all students applying for services to provide documentation that can either verify a diagnosis and/or enhance the information provided. It is in the best interest of the student to provide the Office of Accessibility & Accommodations with documentation updates as they become available. Documentation should be reasonably current.

The Office of Accessibility & Accommodations recognizes that barriers exist and can create hardships for students with regard to having and presenting documentation. Students are encouraged to meet with the Coordinator of Accessibility without documentation in hand at the time of the first conversation. Determinations on individual documentation requires will be made and discussed with the student during the initial meeting with the student.

For all disabilities, documentation should include the following information:

- Student's full name and date of birth
- Name, title, license/certification information, address, and phone number of the certified professional completing the paperwork
- Date of document, including the date of evaluations and assessments
- First and latest dates of contact with the student
- Diagnosis(es) and date(s) diagnosis(es) were received
- Written statement from the established and ongoing treatment provider regarding the disability. Statement should discuss if the provider believes the diagnosis(es) rise to the level of a disability and the impact the disability has on major life activities
- Expected duration of disability
- Recommended academic accommodations based on functional limitations, including rationale into why the recommendation is being made.

A qualified professional must conduct the evaluation.

Documentation presented should come from a licensed/certified medical or mental health professional with whom the student has an established and ongoing relationship with. The professional should have experience and training regarding the diagnosis of like/similar conditions in adolescents and adults.

The following professionals are generally considered qualified: clinical psychologists, psychiatrists, psychiatric nurse practitioners, licensed clinical social workers, and licensed professional counselors.

Documentation must be current.

Documentation needs to describe the current impact of the student's impairment(s) in the educational setting. Documentation should be based on an evaluation performed within a reasonable timeframe. Generally, a reasonable timeframe is not more than three years, however this may vary depending on the documentation presented.

The Office of Accessibility & Accommodations reserves the right to set the documentation recency requirement based on the nature of the student's disorder and requested academic adjustments.

Documentation must be comprehensive.

Documentation should include both a description of and evidence of an impairment. A specific diagnosis should be identified. A clinical summary should describe the current severity and expected duration. Documentation should also include a description of the student's functional limitations in the educational environment.

Documentation should relate recommended academic adjustments directly related to the student's current functional limitations and rationale for why each academic adjustment should be given.

Incomplete documentation could delay approval of eligibility for services.

Difference Between High School and College for Students With Disabilities

In order to understand the differences between being a student in special education in high school and being a student in college with a disability, it is important to have some understanding of the legislation that mandates how each educational institution operates.

High School

College

What is the law?

- | | |
|--|--|
| <ul style="list-style-type: none"> ● IDEA (Individuals with Disabilities Education Act) ● Section 504, Rehabilitation Act of 1973 ● IDEA is about <i>Success</i>. | <ul style="list-style-type: none"> ● ADA (Americans with Disabilities Act of 1990, Title II) ● Section 504, Rehabilitation Act of 1973 ● ADA is about <i>Access</i> |
|--|--|

What documentation is required?

- | | |
|---|--|
| <ul style="list-style-type: none"> ● IEP (Individualized Education Plan) and/or 504 Plan ● School is responsible for identifying and evaluating potential students with disabilities. ● School provides evaluations at no cost to the student. ● Documentation focuses on determining whether or not a student is eligible for services based on specific disability categories provided by IDEA. | <ul style="list-style-type: none"> ● High School IEP/504 Plan may not be sufficient documentation of disability. ● The student may need to obtain further documentation. Evaluations are at the students' expense. ● Documentation must provide information on specific limitations caused by the disability and demonstrate the need for accommodations. |
|---|--|

Who is responsible for providing services?

- | | |
|--|--|
| <ul style="list-style-type: none"> ● The school is responsible for identifying students with disabilities. ● Parents and/or guardians are the primary advocates. ● Primary responsibility for arranging accommodations belongs to the school. ● Teachers must approach students if they believe you need assistance. | <ul style="list-style-type: none"> ● Students must self-identify to the Office of Accommodations and Accessibility. ● Primary responsibility for requesting accommodations belongs to the student. ● Conversations with parents only occur with written permission from the student. |
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