



**CRESTPOINT
UNIVERSITY**

Student Disability Accommodation Request Form

First Name:

Last Name:

Date of Birth:

Program:

Start date:

Phone #:

Email address:

Street Address:

City, State, Zip:

- 1. Please indicate your condition, which is the basis for your accommodation request:**
- 2. What is the date of your diagnosis?**
- 3. Please list the accommodations you are requesting at Crestpoint University:**
- 4. Have you ever used any of the above accommodations before? If so, which ones and where were they used?**
- 5. If you need to utilize any assistive item, device, software, or physical assistance from another person, Crestpoint does not provide these types of assistance. If you use self-provided assistance and would like our staff to know, please indicate the information you would like known here:**
- 6. I certify that the above information is true and correct and understand that I need to provide appropriate documentation from my physician before any academic accommodations are applied to my account.**

Signature:

Date:

Date received:

Evaluated by:

Approved:

Reason, if not approved:

Crestpoint does not discriminate against an individual on the basis of his or her disability. Crestpoint will provide reasonable required accommodations to a student with a documented disability in order to afford the student an equal opportunity to participate within its programs, activities, and facilities. Crestpoint must have time to review and approve this request before making accommodations. Therefore, students are encouraged to contact Crestpoint as soon as possible after they have submitted their Enrollment Agreement. Crestpoint applicants/students are not required to report disabilities; this is strictly voluntary.

Students requesting accommodations must provide documentation from a qualified professional verifying their disability. Expense of documentation, testing and treatment are borne by the Students. Students may also be required to consent to a release of information regarding their disability to be used by Crestpoint to investigate or verify the student's condition.

In the event that there is a disagreement between the student and Crestpoint's initial evaluation, the student can file an appeal through Crestpoint's Student Grievance Procedure found in the Student Handbook

Guidelines for Documentation

Students requesting accommodations for a defined disability must submit documentation to verify eligibility. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (as amended) individuals with disabilities are guaranteed equal access to programs and services; thus the documentation should indicate that the disability substantially limits one or more major life activity. It is the responsibility of the student to present appropriate documentation of a disability to the DO in a timely manner to secure accommodations. *Accommodations cannot be made retroactively.*

Age of documentation

Documentation of a disability should be as current as possible but ***not more than 3 years old***. In addition, depending on the nature of the disability (e.g. learning disability), assessments and evaluations made at the secondary school level may not be sufficient.

Qualifications of the Evaluator

All psychological/or medical reports must include the name, title and professional credentials of the evaluator. Information about the license or certification as well as area of specialization, employment and state/province in which the individual practices should also be included. All reports should be on letterhead stationery, typed, dated, signed and legible.

Documentation for any disability should include:

- Diagnosis of disability, including clinical history that establishes the onset, or date of diagnosis, of the disability as well as duration and/or prognosis;
- Procedures used to diagnose, evaluate, and/or assess the disability;
- Description of any medical and/or behavioral symptoms associated with the disability;
- Identification of medications, and side effects, that could significantly impact the student in an academic environment;
- Statement specifying functional limitations caused by the particular disability; and
- Any recommended accommodations, including rationale, associated with the identified functional limitations.

Substantiation of Specific Disabilities

Learning Disabilities

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is not sufficient documentation. The comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of intelligence quotient, academic achievement, information processing, and a diagnosis that substantiates a disability as specified in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), fourth edition.

Attention Deficit Hyperactive Disorder

In addition to the criteria set out in Learning Disabilities section (above) that may also apply to ADHD, the medical and/or clinical diagnosis for ADHD should include an adult-based evaluation and the following that supports the diagnosis. Quantitative data - direct observational technique, behavioral rating scales, TOVA, Connor Behavioral Rate scale, etc. and Qualitative data - direct observations which include DSM-IV criteria.

Physical or Medically Related Disabilities

As defined under the provisions of Section 504 and the ADA, other disabilities may include, but not be limited to, the following: visual impairment, hearing impairment, cerebral palsy, seizure disorder, orthopedic impairment, cancer, diabetes, psychiatric disorder, etc. Documentation should be provided by a licensed professional in the appropriate area of specialization.

Psychiatric Disorders

Current documentation should be provided by a licensed professional in the appropriate area of specialization. Information regarding medications and side effects should be updated every year.