



Disability Accommodation Request Form

Submission Instructions: Please complete and submit this form and all supporting documentation to Attn: Student Development Office, Messenger College, PO Box 1207 Eules, TX 76039. Residential students may submit the form/supporting documentation to the Director of Student Development.

Students are strongly encouraged to submit this form prior to their first term. However, any forms submitted after a term's start date will be reviewed and determined at the next meeting. When filling out the form(s), be as specific as possible. If a student is considered "withdrawn," a new form will need to be submitted.

When a Student is Entitled to Accommodation: Under applicable disabilities' laws, an otherwise qualified student with a disability is entitled to reasonable accommodation in order to provide equal access to college programs and facilities. A "disability" is a physical or mental impairment which substantially limits a major life activity. Messenger works with each student to determine reasonable accommodations when the student has filed a request for accommodation and submitted adequate documentation as provided below.

Note: It is not necessary to identify any disabilities for which you are not requesting accommodations.

How the College Will Respond to Your Request: Academic accommodations are given to a student based on the present effect of the disability on the student. You may be asked to supplement the documentation you have provided. Once we have received a specific request for accommodation from you, we will work interactively with you to identify one or more appropriate accommodations, which may or may not be the specific accommodation(s) you have requested. The College's goal is to provide accommodations that are effective, even though they may not be the specific accommodations requested in all cases.

Student's Name:

Home Address:

City: _____ State: _____ Zip: _____

Email: _____

Diagnosed disability: _____

Accommodation(s) I am requesting from the College:

Required documentation is: enclosed or being sent separately

I authorize the College to arrange for reasonable accommodation(s) to share information with others at Messenger College that have a “need to know” (i.e., professors, etc.), and to obtain additional information from the individual(s) listed below, who has/have diagnosed or treated me for my disability/disabilities.

By signing, I authorize Messenger to contact the treating physician (that submitted the supporting documentation).

Student’s Signature: _____ Date: _____

Name of Diagnostician: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Telephone: _____

Name of Diagnostician: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Telephone: _____

Attach additional pages as necessary.



Documentation of Disability Form

Student's Name: _____

The above-named student is requesting accommodations under The Americans with Disabilities Act of 1990, the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. In order to support this student's request, Messenger College requires documentation of the disability (or disabilities) by a qualified professional. Documentation may consist of completing this form or substituting a diagnostic report. In the context of requests for reasonable accommodations, the term "disability" means a physical or mental impairment that substantially limits one or more of an individual's major life activities.

Please see the Requested Documentation Section to identify qualified professionals.

CREDENTIALS OF TREATING PROFESSIONAL

Name and Licensure or Certification (including state):

Degree: _____

Area(s) of Specialization:

Address of Practice: _____

Daytime Telephone: _____

The information provided by you regarding the above-named student will be treated as confidential and will be disclosed by the College only as necessary for assessment and/or implementation of the requested services or accommodations.

What is the specific diagnosis, impairment, and limitation?

Disability: Please indicate if the student's degree of impairment or limitation is such that it meets the definition of disability as described above. yes no

Describe the diagnostic methodology (including diagnostic criteria) and evaluation methods and procedures. Include testing dates and results. (See Requested Documentation Section.)

Explain how the student is substantially limited as a result of the disability and describe the severity and frequency of the limitation.

What are your recommendations for accommodations based on disability and how will these recommended accommodations address the identified limitation(s) resulting from the disability?

Signature of Treating Professional: _____ Date: _____

REQUESTED DOCUMENTATION

Please Note: Unless otherwise noted with a “must,” the list of qualified individuals is meant to provide suggestions. This list of items in the “diagnostic report and summary” is not exhaustive and is intended to provide guidance to treating professionals on what is requested. Treating professionals must not be related to the student.

ADD/ADHD:

Qualified Individuals: Clinical psychologists, neuropsychologists, psychiatrists

For a diagnosed Learning Disability (LD) or Attention Deficit Disorder/Hyperactivity Disorder (ADD/ADHD), please enclose a recent (within the last two to three years) psychoeducational evaluation including test scores and recommendations.

Since Attention Deficit Hyperactivity Disorder is often first demonstrated in childhood, previous academic information, as well as a history of the student’s previous diagnosis should be included in the medical documentation submitted. If the student was not diagnosed until adulthood, specific mention of this must be made in the current diagnosis.

The diagnostic report and summary must include, but is not limited to, the following information: neurological and/or psychoeducational assessment; a specific diagnosis based upon the criteria set forth in the DSM-IV; standard scores or percentiles of any testing given; information pertaining to any relevant medical, psychological, educational, behavioral, or familial history that may impact the student academically, as well as any current information from these areas as well; a clear, direct statement of any current major life functions limited by the student’s condition; and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a postsecondary academic setting that are supported by the student’s testing results and subsequent diagnosis.

Head Injury/Traumatic Brain Injury:

Qualified Individuals: Neurologists, clinical psychologists, neuropsychologists, psychiatrists, licensed physicians

The diagnostic report and summary must include, but is not limited to, the following information: a clear, concise statement of the injury and the probable site of lesion, as well as information regarding what parts of the brain are affected and to what degree; a summary of assessment and cognitive and achievement measures used; standard scores or percentiles of any testing given, if applicable; a clear, direct statement of any current major life functions limited by the student’s condition, as well as a summary of any present symptoms the student is experiencing; and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a postsecondary academic setting that is supported by the student’s testing results and subsequent diagnosis.

Hearing Impairment:

Qualified Individuals: Must be completed by a certified audiologist or otorhinolaryngologist.

The diagnostic report and summary must include, but not limited to, the following information: a specific statement of the student's hearing acuity; a summary of assessment and audiogram; standard scores of any testing given, if applicable; and information pertaining to the student's condition. Mention must be given as to whether the condition is static or changing and, if changing, the rate at which the change seems to be occurring. In addition, a record of the student's unaided, bilateral hearing loss, and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that are supported by the student's testing results and subsequent diagnosis.

Learning Disability:

Qualified Individuals: learning disabilities specialists/educational therapists, licensed psychologists, neuropsychologists (Please include your license number.)

Please note: A student's individual learning style, learning differences, and/or learning disorders do not, by themselves, indicate a learning disability.

The diagnostic report and summary must include, but is not limited to, the following information: standard scores or percentiles of any testing given — must disclose a substantial limitation to learning in the specific areas that a learning disability is being diagnosed for the student; information pertaining to any relevant medical, psychological, educational, behavioral, or familial history that may impact the student academically, as well as current information from these areas; information regarding patterns in the student's cognitive achievement; a clear, direct statement of any current major life functions limited by the student's condition; and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis.

Required: At least one aptitude and one achievement test is required (i.e. Woodcock-Johnson, Wechsler Individual Achievement Tests, and Scholastic Abilities Tests for Adults, as well as specific tests for each achievement area, such as the Nelson Denny Reading Skills Test, the Test of Mathematical Abilities (TOMA), and the Test of Written Language (TOWL). Other recognized, scholarly test results will be accepted as well. However, please note that the WRAT will not be accepted as the only achievement measurement taken.

Physical Disabilities/Impairments and Chronic Illnesses/Disorders (not applicable for temporary conditions):

Qualified Individuals: Certified healthcare professionals. If the student's condition warrants such action, an assessment from a specialist working in the field of the student's disability/impairment/illness is preferred.

The diagnostic report and summary must include, but is not limited to, the following information: a summary of assessment; a specific diagnosis based on the criteria set forth in the DSM-IV, if applicable; standard scores or percentiles of any testing given, if applicable; information pertaining to any relevant medical, psychological, educational, behavioral, or

familial history that may impact the student academically, as well as any current information from these areas as well; a clear, direct statement of any current major life functions limited by the student's condition, as well as a summary of any present symptoms the student is experiencing, and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis.

Psychiatric, Psychological, and Emotional Disorders/Disabilities:

Qualified Individuals: Must be completed by a licensed mental health professional specializing in the requested accommodation area (i.e., clinical psychologists, neuropsychologists, psychiatrists, LCSW, LPC, etc.).

The diagnostic report and summary must include, but not limited to, the following information: a specific diagnosis based upon the criteria set forth in the DSM-IV and a clinical review (when necessary); standard scores or percentiles on any testing given; information pertaining to any relevant medical, psychological, educational, or familial history that may affect the student academically, as well as any current information from these areas as well; a clear, direct statement of any current symptoms limiting the student. Mention should be made of any impact that the student's medication is having on their abilities as well; and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a post-secondary academic setting that is supported by the student's testing results and subsequent diagnosis.

Visual Impairment:

Qualified Individuals: Must be completed by a certified ophthalmologist or optometrist.

The diagnostic report and summary must include, but is not limited to, the following information: a specific statement of the student's visual acuity; a summary of assessment; standard scores of any testing given, if applicable; information pertaining to the student's condition. Mention must be given as to whether the condition is static or changing and, if changing, the rate at which the change seems to be occurring; and suggestions (from the evaluator) for specific accommodations to be administered on behalf of the student in a postsecondary academic setting that are supported by the student's testing results and subsequent diagnosis.