



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

I. INTRODUCTION

Redstone College is dedicated to providing opportunities for all qualified students, to participate fully in the academic environment. Redstone College recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving that success. Redstone College is committed to making reasonable accommodations for students with qualifying disabilities and making its campus and facilities accessible as required by applicable law. Redstone College cannot make accommodations that fundamentally alter the nature of Redstone’s programs, cause undue burdens on Redstone, or create a direct threat to the health or safety of students or others.

It is the responsibility of the student to request an accommodation and to follow the processes set forth in this policy. A student who does not request an accommodation will not be given one. Likewise, a student with a disability who chooses not to have any accommodations is under no obligation to seek or obtain one.

Nothing in this policy is intended to provide less substantive benefits or procedural protections than are required by these laws. Likewise, nothing in this policy is intended to provide greater substantive benefits or procedural protections than legally required. The specific language of such laws and controlling interpretations thereof are incorporated by reference herein and in the event of any apparent discrepancy between the language of this policy and such legal authority, Redstone’s obligations will be determined exclusively by the latter.

II. DEFINITIONS

A. **“Disability”** means, with respect to an individual, a *“physical or mental impairment”* that substantially limits one or more of the *“major life activities”* of such individual; a *“record of such an impairment”*; or *“being regarded as having such an impairment.”*

1. **The term “disability” does not include:**

- a. Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders;
- b. Compulsive gambling, kleptomania, or pyromania; or

POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

c. Psychoactive substance use disorders resulting from current illegal use of drugs. “*Drug*” means a controlled substance, as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812).

2. **“Physical or mental impairment”** means:

a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine;

b. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities;

c. Examples of “physical or mental impairment” includes, but is not limited to, such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

3. **“Major life activities”** means: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

4. **“A record of such impairment”** means: has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

5. **“Being regarded as having such an impairment”** means:

a. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a private entity as constituting such a limitation;

b. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

c. Has none of the impairments defined in paragraph (a) of this definition but is treated by a private entity as having such an impairment.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

Some disabilities are visible, while others, such as learning disabilities or psychiatric disorders, are “invisible” or not apparent. Factors such as fatigue, pain, or medication side effects can also aggravate an existing disability.

III. IDENTIFICATION OF STAFF AND ROLES

Section 504 of the Rehabilitation Act requires covered colleges to designate at least one individual who will coordinate compliance with the statute. Redstone College has designated several individuals who have varying roles in ensuring compliance with the laws protecting qualified individuals with disabilities. The staff members primarily involved in making decisions regarding requested accommodations are discussed below.

A. Campus Staff

1. Campus Disabilities Coordinators

Each campus has an assigned Campus Disabilities Coordinator who is the primary contact for students with disabilities at their campus for information related to requesting an accommodation, appealing the denial of a requested accommodation, or access issues. Students requesting accommodations should contact the Campus Disabilities Coordinator **at least six weeks prior to the start of the semester** for Letters of Accommodation. Campus Disabilities Coordinators oversee all disability services at their campus and work in conjunction with the Directors of Education, Student Services, and Campus Operations or the Campus Business Office to arrange for the provision of auxiliary aids (*e.g.* interpreters, note-takers, etc.).

2. Campus Directors of Education

Each campus has a Director of Education, or an individual with similar responsibilities, but a different title. The primary responsibility of these individuals related to this policy, is to ensure that **academic accommodations** set forth in Letters of Accommodation are properly and adequately carried out by faculty. The Director of Education serves as the point of contact for questions and issues regarding academic accommodations and serves as the liaison between the student and faculty members. The Director of Education keeps the Campus Disabilities Coordinator informed of matters related to academic accommodations.

B. Corporate Accommodation Staff

1. College Accommodation Committee

This committee, chaired by the College Accommodation Officer, reviews and evaluates all requests for accommodations and is authorized to:



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

- determine disability status;
- grant requests for accommodation;
- deny requests for accommodation;
- grant accommodations that may differ from those requested;
- instruct the Campus Disabilities Coordinator to seek from the student additional documentation needed to make such determinations.

The Chair of the committee selects the other members of the committee.

2. College Accommodation Appellate Officer

The Corporate Director of Compliance of Redstone College appoints the College Accommodation Appellate Officer who considers all appeals of the final decisions of the College Accommodation Committee. In cases where the College Accommodation Appellate Officer has a conflict of interest or otherwise is unable to review a particular case, the Corporate Director of Compliance shall appoint the substitute College Accommodation Appellate Officer. No current member of the College Accommodation Committee may serve as the College Accommodation Appellate Officer or as a substitute College Accommodation Appellate Officer.

IV. PROCEDURES

A. Certification and Accommodation

Redstone College has adopted a two-part process for evaluating and providing reasonable accommodations for its students with qualifying disabilities. Certification is the first stage, and is the process by which the College Accommodation Committee reviews documentation submitted by the student to determine whether the student qualifies as a disabled student. Accommodation, is the second phase in which the College Accommodation Committee formulates an appropriate accommodation for students who are certified as eligible for accommodation.

All students seeking an accommodation for a disability must complete the process of obtaining certification of a qualifying disability and obtaining a written Letter of Accommodation from the College Accommodation Committee. This process assists Redstone in making consistent, principled decisions with regard to student accommodations and provides guidance to students and faculty members on the proper manner of accommodating a disability without compromising the fundamental nature of the academic program, causing an undue burden on Redstone, or causing a direct threat to the health and safety of others.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

While students may discuss requested accommodations with faculty members if they so choose, students should be aware that members of the faculty are not authorized to grant such accommodations. All requests for accommodations should be made in accordance with the contents of these policies and procedures.

1. Certification Phase

Any student requesting an accommodation should complete and submit a Request for Accommodation form to the Campus Disabilities Coordinator **at least six weeks prior to the start of the term**. This form is found at Appendix A of this document and may also be obtained from the College Disabilities Coordinator or accessed at www.redstone.edu/ADA.

Redstone College will make all reasonable efforts to respond to a Request for Accommodation and arrange for any granted requests before the term commences. However, Redstone cannot guarantee that all requests will be resolved by the first day of class. A student who submits a Request for Accommodation with insufficient time for the College Accommodation Committee to consider and resolve a request before the term commences, may opt either to attend classes without the requested accommodation or to delay attending classes until the request is decided. **Note that accommodations cannot be provided if they are not specifically requested. It is the responsibility of the student to request an accommodation and to follow the processes set forth in this policy. A student who does not request an accommodation will not be given one. Likewise, a student with a disability who chooses not to have any accommodations is under no obligation to seek or obtain one.**

The Request for Accommodation form has two sections. **Section I** is completed by the student and requires that the student provide:

- a description of the student’s disability, including the manner in which the disability limits major life activities relevant to a student’s participation in Redstone’s programs; and
- a description of the specific accommodation(s) requested.

This section also contains a release section permitting information to be shared with other relevant individuals on a need-to-know basis.

Section II of the Request for Accommodation form is to be completed by an objective professional qualified to diagnose the disability at issue, verifying the nature and extent of the disability and the manner in which the disability limits major life activities relevant to a student’s participation in Redstone’s programs. Thus, this section should contain information to both establish the disability and to provide adequate information on the functional impact of the disability so that effective accommodations

POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

can be identified. Objective professionals include licensed physicians, psychologists, audiologists, speech pathologists, licensed clinical social workers, rehabilitation counselors, marriage and family therapists, learning disability specialists, or other appropriate certified/licensed professionals. The documentation should provide the College Accommodation Committee with a basic understanding of the student's disability and enough information to anticipate how the current impact of the disability is expected to interact with Redstone's structure of courses, testing methods, and program requirements. Section II sets out the particular information needed from the professional.

If a student has existing, current documentation of their disability from their healthcare provider or diagnostic professional, it may be attached to the Request for Accommodation form, thereby relieving the professional from duplicating the information requested in Section II. Documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition i.e. older documentation may be accepted for conditions that are permanent, the current status of the student and the student's specific request for accommodations). If a student has existing and/or current documentation of their disability from their health care provider or diagnostic professional, it may be attached to this section, provided it meets the criteria requested in Section II.

A high school IEP is not adequate documentation for Section II "Documentation of Disability" since IEP's generally do not provide the information necessary to assess the current nature of a student's disability or to determine the appropriate accommodation, if any, for the disability of a post-secondary student.

It is important to note that documentation of any one specific disability does not automatically mean the student will be provided any specific accommodation. Likewise, the specific accommodation recommended by the professional may not always be granted. Reasonable accommodations are individually determined and based on the functional impact of the condition and its likely interaction with the environment, *i.e.*, course assignments, program requirements, physical design, and the like. Consequently, the accommodation provided to the student will vary individually such that those with the "same" disability may be provided different accommodations and such that the same individual may be provided a different accommodation depending on the environment.

Disability documentation, at times, requires augmentation through an interview. Thus, on occasion, the College Accommodation Committee may contact the Campus Disabilities Coordinator to arrange for an interview by the committee with the student and/or the professional submitting documentation on behalf of the student. Such an interview can be extremely valuable in substantiating the existence of a disability, understanding its impact, and identifying the appropriate accommodation.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

Redstone College treats all documentation submitted by or on behalf of the student as confidential information shared only on a need-to-know basis.

2. Notification and Accommodation Phase

Once the College Accommodation Committee has certified a student as eligible for an accommodation, it works with the student and the Campus Disabilities Coordinator along with other appropriate members of the Redstone community such as faculty members and the Directors of Education, Student Services, and Campus Operations or the Campus Business Office to formulate a proposed course of action to accommodate the student's disability. Input from all of these parties is crucial to devising an accommodation that will not alter the fundamental nature of the program, cause an undue financial burden on Redstone, or cause a direct threat to the health or safety of others.

a. Notification

Upon determination by the College Accommodation Committee of the proper accommodation, the committee will notify the student, the Campus Disabilities Coordinator, and the Campus Director of Education of the granted accommodation. The Director of Education, in turn, works with the relevant faculty members to ensure that granted academic accommodations are carried out properly for the student for each term. Some accommodations, however, may not require faculty participation or notification, for example, in cases where classroom activity is not affected. In most cases, however, it is important that faculty be notified of the accommodation to ensure that it is carried out.

b. Accommodation

Redstone College will provide only reasonable accommodations. Accommodations are reasonable when they **do not fundamentally alter the nature of a program or service, do not represent an undue financial or administrative burden, and do not pose a direct threat to the health or safety of others.** There are several kinds of reasonable accommodations available that preserve essential academic program requirements while minimizing the effect of a certified disability on a student's performance.

Students eligible for funding from the vocational rehabilitation agency in their home state are encouraged to seek such funding. Appendix C contains a list of vocational rehabilitation agencies in the states where Redstone College, Inc. has campuses. If such funding is unavailable, if the student does not wish to seek it, or the full costs of funding are not available through the state, Redstone College will assume the differential expense or full expense of the accommodation for the course-related activities of qualifying students.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

A student who requests an accommodation after classes begin may not have his or her previous coursework reexamined or expunged even if the student can show that he or she had a disability at the time of the coursework in question.

The following are examples of accommodations that may be provided depending on the individual circumstances of the student:

(1) Classroom/Facilities Access for Students

Redstone College is dedicated to ensuring that its program and activities are accessible to qualifying students with disabilities. For example, Redstone may provide special parking or relocate or reschedule classes when the inaccessibility of the classroom prohibits class attendance for the disabled student due to lack of ramps or elevators, construction, inadequate acoustics or lighting, or where other aspects of the physical environment would deny substantial access to students with a qualifying disability.

When classroom accessibility is an issue for a qualifying student, the College Accommodation Committee will work with the Campus Disabilities Coordinator and other faculty and staff members to facilitate access. However, relocation or rescheduling would not be a required reasonable accommodation if such changes would fundamentally alter the nature of a class or program or cause undue burden on Redstone.

(2) Auxiliary Services/Aids

Redstone College is committed to pursuing alternate technologies in considering accommodations; it is not, however, required to use the newest or most advanced technologies as long as the auxiliary aid or service selected provides a reasonable accommodation.

(i) Interpreter Services

In appropriate cases, the College Accommodation Committee may provide for interpreter services such as American Sign Language, Signed English, or oral interpreting services of professional, certified sign language interpreters for course-related activities, such as class sessions, meetings with faculty members, or required attendance at out-of-class activities. Documentation of the need for such services must be provided to the College Accommodation Committee and requests for interpreters should be made **at least six weeks before classes begin** due to the limited availability of qualified interpreters. Unavailability of qualified interpreters may delay the provision of interpreter services.

Interpreter services may also be provided for campus-wide, Redstone-sponsored events when feasible if such services are requested in a timely fashion. A written justification for the request must be submitted to the College Accommodation



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

Committee, who in turn will work with the Campus Disabilities Coordinator to obtain such services. Interpreter costs for campus events are the responsibility of the sponsoring department or group and should be budgeted in event planning.

Qualifying students will ordinarily be provided with one interpreter for classes less than two hours in duration. For classes two hours or more in duration, an additional interpreter may be provided. Interpreters working alone in classes over one hour in duration may require breaks and faculty should take such break time into consideration in course planning. When possible, students and faculty members should plan meeting times and discussion group sessions to take place immediately before or after classes, when interpreters are available.

(ii) Note-Taker/Scribe Services

Note-takers from among the other students enrolled in a course will be sought to assist students with motor, hearing, emotional, processing or other disabilities when the College Accommodation Committee determines that the provision of such services is a reasonable accommodation. Having a note-taker does not relieve the student of the necessity to attend class(es). Where possible, Redstone College will compensate note-takers for their services. Scribe services may also be provided for examinations when such services are requested in a timely manner and are determined to be a reasonable accommodation.

In cases where a verbatim transcription of a classroom lecture or presentation is prepared, students must be cognizant of the fact that such lectures or presentations are the intellectual property of the individual faculty member, Redstone College, or both. For this reason, students receiving such transcriptions must agree that they will not copy, publish, or distribute such transcriptions to anyone without prior approval of Redstone College and the faculty member before such services will be provided.

(iii) Reader Services

Students with reading, visual, visual processing, or other disabilities may be provided reader services when the College Accommodation Committee deems them a reasonable accommodation.

(3) Equipment

Where deemed a reasonable accommodation, the College will provide reasonable modifications of equipment utilized by students or auxiliary equipment for class and study activities. Personal equipment, however, such as tape recorders and hearing aids is the responsibility of the student.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

(4) Instructional Adaptations

The College Accommodation Committee, where appropriate to facilitate a reasonable accommodation, will modify instructional modes. In such cases, the committee and the Director of Education works with faculty to ensure that such modifications do not compromise academic standards or affect essential program requirements. Such modifications could include change in course materials, substitution for specific required courses, changes in the manner in which a lecture or lab is presented, or change in the format or location of examinations. Academic requirements that are determined to be essential to a program of instruction or to certification and licensing requirements may not be modified.

(5) Course Withdrawal

Where warranted to provide a reasonable accommodation, students may be granted requests for course withdrawals after the deadline for withdrawal when extenuating circumstances related to a student's disability necessitate a withdrawal. Poor grades alone, however, are not sufficient grounds for granting a request for course withdrawal.

(6) Time Extensions

In general, where students anticipate that they will be requiring additional time on exams, assignments, and course completion requirements, students should make this known to the College Accommodation Committee at the time they submit their Request for Accommodation before the term commences. However, there may be circumstances where a student is unaware of the need for additional time until the specifics of the exam, assignment, or other requirements are made known to the student after the term commences. For these instances, on a case-by-case basis, the College Accommodations Committee may grant requests for extensions where required to make reasonable accommodations for a qualifying disability. All requests for time extensions should be made upon the establishment of the due date of the assignment at issue using a Request for Accommodation form.

If the student has already submitted a complete Request for Accommodation previously, the student need not complete Section II of the form if the previously-submitted Request for Accommodation form contains information pertinent to the need for the student to have additional time.

The College Accommodation Committee will not waive penalties imposed on students by faculty members for late submission of assignments where an extension is not granted.



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

c. Modification of Accommodation

Note that initial accommodations will be effective from term to term and may be later modified for a number of reasons including, but not limited to:

- The faculty member teaching the course determines that providing the accommodation will fundamentally alter an essential element of the course or program;
- The student realizes that the accommodation is not effective or no longer necessary;
- The College Accommodation Committee substitutes an equally effective accommodation for reasons of administrative efficiency.

Students who believe their existing accommodation is no longer effective or necessary should submit an additional Request for Accommodation form to the College Accommodation Committee as soon as they become aware of the need for the modification or cancellation.

B. Appeal

A student may appeal to the College Accommodation Appellate Officer any final, written decision of the College Accommodation Committee including a decision not to certify a student as possessing a qualifying disability, a denial of a Request for Accommodation, provision of an accommodation different than the one requested by the student, and a decision regarding the sufficiency of disability documentation.

All appeals should be in writing utilizing the Accommodation Appeal form as set forth in Appendix C and submitted to the Campus Disabilities Coordinator within five (5) days after the student-appellant receives the College Accommodation Committee's written decision. Upon request and where the student can show good cause, the College Accommodation Appellate Officer has the discretion to permit the student to submit his or her appeal after the five (5) days. The Campus Disabilities Coordinator then forwards the written appeal to the College Accommodation Appellate Officer within three (3) working days of receipt of the written appeal. If requested by the College Accommodation Appellate Officer, the College Accommodations Committee will forward any requested documentation or information in writing to the College Accommodation Appellate Officer. Student-appellants, however, are encouraged to submit a thorough and complete statement in their appeals of the basis for the challenge and should attach any relevant documentation.

In his or her discretion, the College Accommodation Appellate Officer may rely solely on the student's appeal and the written record. However, the College Accommodation Appellate Officer may conduct a hearing or request oral presentations if



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

he or she deems either warranted by the circumstances. If the College Accommodation Appellate Officer conducts a hearing or requests oral presentations, such hearing or presentation will be carried out usually within five (5) working days of receiving all appeal materials from the student and any additional information from the College Accommodation Committee. However, this period of time may be extended due to the unavailability of the College Accommodation Appellate Officer, witnesses, the student-appellant, and the like.

The College Accommodation Committee may, in its discretion, provide temporary relief while the appeal is pending.

The College Accommodation Appellate Officer will render a decision as soon as possible but generally no later than three (3) business days from receipt of all information from the student-appellant and the College Accommodation Committee and the completion of hearing any testimony or oral presentations. The College Accommodation Appellate Officer shall notify the student-appellant, the College Accommodation Committee, the Campus Director of Education, and the Campus Disabilities Coordinator in writing of his or her decision. The College Accommodation Appellate Officer may: 1) remand the decision to the College Accommodation Committee for reevaluation (the Committee should attempt to complete its reevaluation within five (5) business days of receipt of the remand decision); 2) grant the relief requested by the student-appellant; or 3) uphold the College Accommodation Committee's original decision. Decisions of the College Accommodation Appellate Officer are final.

It is the responsibility of the College Accommodation Committee to notify the Campus Director of Education and the Campus Disabilities Coordinator of all decisions of the College Accommodation Appellate Officer.

C. Process for Complaints regarding Disability-Related Harassment or Discrimination

In addition to the above-stated appeal procedures, a student who feels that he or she has been harassed or discriminated against on the basis of his or her disability in violation of Section 504 of the Rehabilitation Act of 1973, the ADA, or any other applicable law may file a complaint under the Redstone College Student Complaint/Grievance procedures set forth in the Redstone College catalog.

IV. STUDENT RECORDS

Each campus will maintain appropriate confidential records that identify students with disabilities. These records shall include the student's name, address, social security number, nature of disability, support services needed, documentation provided by the student, appeal records, Letter of Accommodation, and other documentation related to



POLICY: PROVISION OF ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

any request for accommodation. All such records, including student medical records, shall be considered “education records” protected by the Family Educational Rights and Privacy Act of 1974 (FERPA). Although certain medical records are not considered “education records” under FERPA, this exception does not apply to student medical records maintained by a campus to provide services to a student with disabilities. Consequently, accommodation-related records will be protected in accordance with FERPA and its regulations. Information may be released with the student’s informed consent in accordance with FERPA or other applicable law. For additional information regarding student rights to examine disabilities-related documentation, students should refer to the section entitled “Examination of Student Records” in the Redstone catalog.

V. APPENDICES

- A. Request for Accommodation Form**
- B. Accommodation Appeal Form**
- C. List of Vocational Rehabilitation Agencies in States Where Redstone College, Inc. has Campuses**

10851 West 120th Avenue
Broomfield, CO 80021
Phone: (800) 888-3995
www.redstone.edu

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STUDENT REQUESTOR (please print legibly or type)

Name _____ Start Date (Month/Year) _____
Street Address _____ Program _____
City, State, Zip _____ Phone Number _____

- 1st Request**
- Additional Request / Modification:** **Granted accommodations will carry over from one term to the next unless the student or Westwood determines circumstances have changed such that another Request for Accommodation form must be completed.**
-
- Cancellation of Existing Accommodation**
-
-

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Redstone College provides accommodations to qualified students with disabilities. The decision to grant a request for accommodation and the particular accommodation provided are based on the types of limitations manifested by the particular disability of the student requesting the accommodation.

Requests for accommodations are made to the College Accommodation Committee. The requesting student must disclose his/her disability before the College Accommodation Committee can begin the process for reviewing a request for accommodation. All accommodations provided are based upon individual needs as reflected in documentation and/or information related to the student's disability or functional limitations. Redstone treats all documentation submitted by or on behalf of the student as confidential information shared only on a need-to-know basis.

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**SECTION I: REQUEST FOR ACCOMMODATION / ACKNOWLEDGEMENT / RELEASE
TO BE COMPLETED BY STUDENT**

***** STUDENT MUST COMPLETE EACH ITEM. INCOMPLETE REQUESTS WILL NOT BE REVIEWED. *****

1. Description of disability including manner in which the disability limits major life activities relevant to your participation in the program for which you are enrolled:

Specific examples of auxiliary aids and/or academic accommodations, which are determined based on the assessment of the submitted documentation for its appropriateness and how it impacts you in a post secondary educational environment, are as follows:

ASSISTIVE TECHNOLOGY / AUXILIARY AIDS

- Textbooks converted to alternative format.
- Transcription of class.
- Reader or Scribe for *in-class* exams.
- Note Taker for *in-class* lectures.
- Sign language interpreter or FM amplification system for *in-class* lectures.

ACADEMIC ACCOMMODATIONS

- Extended time for quizzes and tests, (time & ½ or double time only).
- Advance approval from instructor for extended time for assignments and/or in-class work.
- Permit tests, quizzes, and pop quizzes to be taken in a quiet, reduced-distraction environment.

2. List the accommodation(s) requested.

3. Describe how the accommodation, equipment, or modification you requested will provide a reasonable accommodation to your disability and describe its specific purpose.

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4. Explain, if applicable, any resources you already have, or have access to, which would provide, or assist in providing, the accommodation(s) requested. Example: Students with disabilities may be eligible for funding for disability-related services from their State Division of Vocational Rehabilitation. Students with disabilities are encouraged, but not required, to seek such funding for services. Redstone College will assume the differential expense or full expense of disability-related services for which you are deemed eligible by the College Accommodations Committee.)

5. I have had my health care provider / diagnostic professional complete the requested information in Section II.

Yes

NOTE: On occasion, the College Accommodation Committee may need to supplement this documentation with an interview with the student and/or the professional submitting documentation on behalf of the student. The committee will inform the student if such an interview is necessary.

6. I am attaching existing and/or current documentation.

Yes

NOTE: Existing documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition i.e. older documentation may be accepted for conditions that are permanent, the current status of the student and the student's specific request for accommodations). If a student has existing and/or current documentation of their disability from their health care provider or diagnostic professional, it may be attached as a replacement to Section II, provided it meets the criteria requested in paragraphs 1-7 of Section II. **Please note that a school plan such as an Individualized Education Plan (IEP), a 504 Plan, or a Summary of Performance (SOP) is not adequate documentation.**

Please Initial:

- Redstone College staff members may leave messages that may be of a confidential nature on your telephone answering service.

Initial One: ____YES ____NO

- Redstone College staff members may send you e-mail messages that may be of a confidential nature.

Initial One: ____YES ____NO

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Broomfield, CO 80021
Phone: (800) 888-3995
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By signing this form, I acknowledge the following:

- *Redstone College is committed to ensuring that all information regarding an individual is maintained as confidential as permitted by law. Any information collected by Redstone's accommodation staff is used for the benefit of the individual. This information may include test data, grades, biographical history, disability information, and case notes.*
- *Any information regarding disability gained from medical examinations or post-admission inquiries are considered confidential and will be shared with others on and off-campus on a need-to-know basis only.*
- *My file may be released pursuant to a court order or subpoena.*
- *Redstone College may charge me a reasonable fee for costs incurred with the release of information.*
- *I should make any additional request for accommodations as soon as I am aware of the need and Redstone College cannot guarantee that requests made too close to the date needed can be processed and/or provided by the date needed.*
- *It is my responsibility to contact the Campus Disabilities Coordinator if there are any problems or concerns with the implementation of any granted accommodations.*

In addition, by signing this form I consent to the following:

- *Redstone College and its subsidiaries may disclose appropriate information about my status as a student with a disability/ies to faculty and staff and off-campus individuals who have a legitimate need to know.*
- *Redstone College and its subsidiaries may discuss my condition with my medical practitioner(s) or other health care professional(s).*
- *My medical practitioner(s) or professional(s) may release information regarding my condition as applicable to the evaluation of my request for accommodation or any appeal regarding accommodation decisions.*
- *This release will be in effect for as long as I need or potentially need accommodation and/or auxiliary aids/services.*

I confirm that the information provided by me is true and correct to the best of my knowledge.

STUDENT SIGNATURE

DATE

RETURN THIS FORM TO YOUR CAMPUS DISABILITIES COORDINATOR

For assistance in completing this form, or for related questions, contact your Campus Disabilities Coordinator.

PLEASE PROCEED ONTO SECTION II

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SECTION II: DOCUMENTATION OF DISABILITY

TO BE PROVIDED BY HEALTH CARE PROVIDER OR DIAGNOSTIC PROFESSIONAL

Students requesting support services and/or reasonable accommodations from Redstone College, Inc. *are required to submit documentation of a disabling condition to verify eligibility* under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Redstone College policy.

The documentation requirements, based on the Association of Higher Education and Disabilities (AHEAD) guidelines, are used to determine eligibility under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Westwood College policy.

A school plan such as an Individualized Education Plan (IEP), a 504 Plan, or a Summary of Performance (SOP) is not adequate documentation.

Documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition i.e. older documentation may be accepted for conditions that are permanent, the current status of the student and the student's specific request for accommodations). If a student has existing and/or current documentation of their disability from their health care provider or diagnostic professional, it may be attached to this section, provided it meets the criteria requested in paragraphs 1-7 below.

**** Documentation is required to be on professional letterhead with the name, title, address, and phone number of the professional. ****

The following guidelines are provided by the Association of Higher Education and Disabilities (AHEAD) and are to assist the diagnostician in providing the following information:

1. **The credentials of the evaluator(s)**

Documentation is to be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. . Documentation will include the type of license and the license number of the professional.

2. **A diagnostic statement identifying the disability**

Documentation will include a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition.

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3. **A description of the diagnostic methodology used**

Documentation will include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. **A description of the current functional limitations**

Documentation will include a description of how the disabling condition(s) currently impacts the individual. This will both establish the disability and identify possible accommodations. Quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

5. **A description of the expected progression or stability of the disability**

Documentation will include information on expected changes in the functional impact of the disability over time and context. Is the disability cyclical or episodic in nature and are there any known or suspected environmental triggers that provide opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) are recommended.

6. **A description of current and past accommodations, services and/or medications**

Documentation will include a description of both current and past medications, any auxiliary aids, assistive devices, support services, and/or accommodations, including their effectiveness in improving functional impacts of the disability. A description of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance in an educational environment should be included in the report.

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7. **Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services**

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations. If connections are not obvious, a clear explanation of their relationship can be useful in decision-making.

I am attaching existing and/or current documentation of the disability as it meets the criteria requested in paragraphs 1-7 above.

Yes

Description of attached information:

Westwood College treats all documentation submitted by or on behalf of the student as confidential information shared only on a need-to-know basis.

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Students with disabilities may be eligible for funding for disability-related services from their State Division of Vocational Rehabilitation. Students with disabilities are encouraged, but not required, to seek such funding for services. Redstone College will assume the differential expense or full expense of disability-related services for which you are deemed eligible by the College Accommodations Committee. The contact information for the States in which Redstone College has campuses is as follows:

California**California Department of Rehabilitation****Physical Address:**721 Capitol Mall
Sacramento, CA 95814**Mailing Address:**P.O. Box 944222
Sacramento, CA 94244-2220

VOICE: (916) 324-1313

TTY: (916) 558-5807

<http://www.dor.ca.gov>**Colorado****Department of Human Services**2211 W Evans Ave, Bldg. A
Denver, CO 80223

(303) 866-4150

(303) 937-1226

<http://www.cdhs.state.co.us/dvr>**Georgia****Georgia Department of Labor**

Rehabilitation Services

Suite 510 Sussex Place

148 Andrew Young International Blvd, NE
Atlanta, Georgia 30303-1751

404-232-3910

TTY: 404-232-3911

<http://www.vocrehabga.org>**Illinois****Illinois Department of Human Services**

Rehabilitation Services

Springfield Office

100 South Grand Avenue East

Springfield, Illinois 62762

(217) 557-1601

TTY: (217) 557-2134

Chicago Office

401 South Clinton Street

Chicago, Illinois 60607

(800) 843-6154

TTY: (312) 793-2354

<https://drs.dhs.state.il.us/owr>**Texas****Department of Assistive & Rehabilitative Services**

4800 N. Lamar Blvd.

Austin, Texas 78756

1-800-628-5115

TTY: 1-866-581-9328

<http://www.dars.state.tx.us>**Virginia****Virginia Department of Rehabilitative Services**

8004 Franklin Farms Drive

Richmond, VA 23229

Office Voice: (804) 662-7000

Toll Free TTY: (800) 464-9950

Office TTY: (804) 662-9040

Office Fax: (804) 662-9532

<http://www.vadrs.org>

If your home state is not listed, please go to the site below for a complete list.

<http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902>

10851 West 120th Avenue
Broomfield, CO 80021
Phone: (800) 888-3995
www.redstone.edu

APPEALING STUDENT (please print)

Name _____ Start Date (Month/Year) _____
Street Address _____ Program _____
City, State, Zip _____

I am appealing the decision dated _____ of the College Accommodation Committee. I am attaching the decision to this appeal. I received the decision of the College Accommodation Committee on _____ [date].

Appeals must be submitted to the Campus Disabilities Coordinator no later than five (5) days after receipt of the College Accommodation Committee's written decision. Appeals submitted after this time may be rejected as untimely.

I am appealing the College Accommodation Committee's decision because (check all that apply):

- The Committee granted me an accommodation(s), but not the accommodation(s) I requested.
- The Committee granted me the requested accommodation(s), but not all of the accommodations I requested.
- The Committee decided to grant me no accommodation.
- The Committee concluded I do not have a qualifying disability under the governing law.
- The Committee concluded my submitted documentation was insufficient.
- Other (Explain in the space provided below):

10851 West 120th Avenue
Broomfield, CO 80021
Phone: (800) 888-3995
www.redstone.edu

I believe the College Accommodation Committee's decision is in error for the following reasons (attach additional paper if more space is needed):

By signing this form, I confirm the information I provide is true and correct to the best of my personal knowledge. I acknowledge that, if requested by the College Accommodation Appellate Officer, the College Accommodation Committee will forward any requested documentation or information regarding my disability or my Request for Accommodation to the College Accommodation Appellate Officer. I understand that the release I signed with my Request for Accommodation remains in effect.

STUDENT SIGNATURE

DATE



VOCATIONAL REHABILITATION AGENCY LINKS

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California Department of Rehabilitation

Physical Address:

721 Capitol Mall
Sacramento, CA 95814

Mailing Address:

P.O. Box 944222
Sacramento, CA 94244-2220

VOICE: (916) 324-1313

TTY: (916) 558-5807

<http://www.dor.ca.gov>

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Department of Human Services

2211 W Evans Ave, Bldg. A
Denver, CO 80223

(303) 866-4150

(303) 937-1226

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Georgia Department of Labor

Rehabilitation Services

Suite 510 Sussex Place

148 Andrew Young International Blvd, NE

Atlanta, Georgia 30303-1751

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Springfield, Illinois 62762

(217) 557-1601

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401 South Clinton Street

Chicago, Illinois 60607

(800) 843-6154

TTY: (312) 793-2354

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Department of Assistive & Rehabilitative Services

4800 N. Lamar Blvd.

Austin, Texas 78756

1-800-628-5115

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<http://www.jan.wvu.edu/cgi-win/TypeQuery.exe?902>