



# Request for Services Accessibility Support Services

**Accessibility Support Services Mission:** To assist Williston State College in meeting the federally-mandated responsibility to provide equal access and opportunity to college programs and campus activities.

**Accessibility Support Services Responsibility:** To provide academic support services for eligible students, promote student development, and serve as a disability awareness and accommodations resource.

*After completing the Request for Services, please send pages 1-2 and supporting documentation to:* Williston State College, Accessibility Support Services, 1410 University Avenue, Williston, ND 58801 or email to [wsc.accessibility@willistonstate.edu](mailto:wsc.accessibility@willistonstate.edu) or fax to 701-774-4211. Call (701) 774-4224 or 1-888-863-9455 for more information. **Incomplete data may result in a delay of accommodation requests. Your request is not complete until documentation is received.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Present Academic Status:  High School Student  First Year  Second Year  Third Year

Major: \_\_\_\_\_

Are you a client of the Division of Vocational Rehabilitation?  Yes  No

Name and phone # of your counselor: \_\_\_\_\_

Please check or describe your conditions and / or diagnoses. (Check all you are submitting documentation for)

<input type="checkbox"/> Acquired brain injury	<input type="checkbox"/> Deaf / Hard of hearing	<input type="checkbox"/> Mobility / Physical
<input type="checkbox"/> Asperger's / Autism	<input type="checkbox"/> Emotional / Psychological	<input type="checkbox"/> Reading Disorder / Dyslexia
<input type="checkbox"/> Blind / Low vision	<input type="checkbox"/> Health impairment	<input type="checkbox"/> Speech / Language impairment
<input type="checkbox"/> Attention Deficit Disorder / ADHD	<input type="checkbox"/> Learning disability	<input type="checkbox"/> Other

If you are eligible, check the requested accommodation(s) services:

<input type="checkbox"/> Adjustable table	<input type="checkbox"/> Housing accommodation	<input type="checkbox"/> Quiet Testing Environment
<input type="checkbox"/> Audio test	<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Large-print materials
<input type="checkbox"/> Audio books	<input type="checkbox"/> Reduced course load	<input type="checkbox"/> Note taker / notes
<input type="checkbox"/> Braille materials	<input type="checkbox"/> Scribe for exams	<input type="checkbox"/> Other
<input type="checkbox"/> Extended time on tests	<input type="checkbox"/> Sign language interpreter / captioning	

Explain how your condition limits you in a learning environment. Please use additional pages if necessary.

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Please list all medications that you are currently taking for this disability:

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Did you receive any type of special educational services in high school?  Yes  No

If yes, please describe:

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Did you receive any type of special educational services at a previous college?  Yes  No

If yes, please describe:

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Accessibility Support Services agrees to keep information and records concerning the student's disability confidential in compliance with the Family Rights and Privacy Act (FERPA), North Dakota state statutes and the professional and ethical standards of the Association on Higher Education and Disability (AHEAD).

*I certify that the information provided on this form is accurate to the best of my knowledge. I understand that I will need to provide disability documentation to support the need for my requested accommodations. I understand that reasonable accommodations are determined after a thorough review of the documentation and an interactive assessment between the Accessibility Support Services office and me.*

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Printed Name

Signature

Date

Williston State College is an equal opportunity institution and does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, creed, marital status, veteran's status, political belief, disability or affiliation or any other status protected by law.

## North Dakota Colleges and Universities Disability Services Council

### Guidelines for Disability Documentation:

The North Dakota Colleges and Universities Disability Services use documentation of disability to

- 1) establish whether an individual is a person with a disability and
- 2) provide a rationale for identifying and implementing reasonable accommodations.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, define disability as “a physical or mental impairment that substantially limits one or more of the major life activities.” Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, sleeping, and mental/emotional processes such as thinking, concentrating, and interacting with others. The ADA also protects individuals from discrimination if they have a record of such impairments or if they are regarded as having such impairments.

Formal evaluation procedures, clinical narratives, and the individual's self report will be used to determine appropriate and reasonable accommodations for students with disabilities. The approved accommodations and strategies must logically relate to the functional limitations described in the documentation.

DSC has incorporated the Association of Higher Education and Disability's (AHEAD) (2004) seven essential elements of quality documentation into their criteria for documentation.

### Disability Documentation Should Include:

1. A **clear diagnostic statement** that describes how the condition was diagnosed, information on the functional impact, and details on the progression or prognosis of the condition. Dates of the original and current diagnostic evaluations need to be included.

2. A **description of the diagnostic** methodology, criteria, evaluation methods, procedures, tests used, dates administered, clinical narrative, observations, and specific results that are congruent with the particular disability.

\*\*Documentation for learning disabilities must include test scores and interpretation of aptitude, achievement, and, when possible, information processing. Tests used should be current and appropriate for assessing adolescents and adults.

3. A **description of the current functional limitations** and how those limitations affect the student in a major life activity. A “functional limitation” is defined as an adverse effect on a major life activity caused by the disability. Functional limitations should be described in terms of how severely the activity is affected by the disability; the frequency with which the activity is affected and how pervasive the disability is in the performance of the major life activity.

4. A **description of current and past accommodations, services and/or medications and their effectiveness** in relation to the functional impact of the disability. Information about any significant side effects from current treatment or medication and its effect on physical, perceptual, behavioral, and cognitive performance is helpful.

5. A **description of the expected progression or stability of the disability** including the expected changes over time, information on the cyclical or episodic nature of the disability and any known suspected environmental triggers.

6. The **credentials of the evaluator/provider** that are relevant to the diagnosed disability. The professional should be licensed or otherwise properly credentialed, have appropriate and comprehensive training, relevant experience, and have no personal relationship with the individual being evaluated or diagnosed.

7. Although not required, professionals are invited to make **recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services** that are logically related to the functional limitation. College disability services offices, however, are not under any obligation to provide or adopt recommendations made by outside entities.

[Adopted: April 2001 Revised and approved by the DSC: October 2006](#)

## **Frequently Asked Questions:**

### **1. How do I receive disability services at college?**

You need to contact the Disability Services office on campus to start the application process.

### **2. When do I need to apply for Disability Services?**

It is a good idea to start the application process at the Disability Services office as soon as you have been admitted into college, so that any accommodations you may need can be arranged.

### **3. Can I use my 504 Plan or IEP for documentation of my disability?**

If your 504 Plan or IEP contain the necessary information, it will be accepted as documentation. (See Guidelines for Disability Documentation).

### **4. Will I receive the same services that I received in high school?**

Maybe. High school Special Education programs are required by law to provide whatever service, help, or accommodation that you needed to be successful. Colleges are required by law to provide "equal access to education", through programs, activities, and facilities. They provide access by using accommodations – not necessarily services or extra help. Access is provided through reasonable accommodations.

For example, services such as word banks or reduced assignments probably won't be provided because postsecondary schools don't provide modifications that would change the educational standards of coursework.

### **5. Can I receive a failing grade for a college class in which I am receiving accommodations?**

Yes. Accommodations ensure "access", not necessarily "success".

### **6. I have a disability. Will I be eligible to use accommodations in college?**

Maybe. The decision to provide accommodations is based on the activity and whether the disability creates any barriers to doing it. For example, a student who is paralyzed from the waist down has a disability and needs a physically accessible environment. However, this same student would not be eligible to use notetaking services or be provided with books on tape, because the disability does not interfere with reading or writing.

**7. Will my 504 plan follow me to college?**

No, the 504 Plan developed by your high school will not follow you to college, but the rights and protections under Section 504 of the Rehabilitation Act of 1973 apply. Section 504 is civil rights legislation and provides two things: 1) nondiscrimination on the basis of disability and 2) an equal opportunity to participate. The concept of “maximizing success” is only found under IDEA for elementary and secondary schools.

**8. Who decides what accommodations I can use in college?**

The Disability Services office at the college in which you are enrolled makes the final decision after reviewing your disability documentation and talking with you. Accommodations will be based on how the disability interferes with access to the educational environment and the course curriculum.

**9. Do I have to pay for my accommodations?**

No. It is the college's responsibility to provide reasonable accommodations to eligible students with disabilities at no cost to the student.

**10. Do colleges and universities provide testing to identify a learning disability?**

Colleges and universities are not required to provide testing services. Referrals will be made to appropriate professionals.

**11. Is financial assistance available through the disability services office for students with disabilities?**

No. Check with the financial aid office at the school you will be attending. Some agencies that may provide support are: Vocational Rehabilitation, Workers Compensation, the Veterans Administration, and Job Service.

**12. Will the Disability Services office provide services like helping me get ready for the school day or pushing my wheelchair?**

No. Services or equipment needed to assist a person with activities of daily living are the responsibility of the individual, not the college.

For example, helping with dressing or reminding someone to take their medication, is a personal service that an individual needs in order to function on a daily basis, whether or not they are in college.

If the service or equipment is needed solely for the purpose of participating in a college program or activity, it is the college's responsibility to provide it. For example, the college would provide a writer or scribe for essay tests if the student's disability prevented her/him from writing. The college, however, is not obligated to provide a writer so that same student could do homework or write personal letters.