



Accommodation Request

Revised 1/12/16

Submission Instructions

Once you have completed this form in its entirety, please print, sign, or e-sign, and submit it to the Office of Student Access and Wellness. Tel: 866.974.5700 Ext. 20050 ♦ Fax: 866.251.5407 ♦ access@ashford.edu

Note: Please review the accepted form formats: .PDF, Word (.DOC or .DOCX), Excel (.XLS or .XLSX), TIFF or .TIF, .JPG or .JPEG, Text (.TXT), Bitmap (.BMP), .HTML or .HTM Submitting a form in any other format may require resubmission or result in a delay in processing.

Ashford University prohibits discrimination on the basis of a disability in accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended. The University is committed to providing an equal opportunity to access a full educational experience and reasonable accommodations will be granted to students who document a disability and are otherwise qualified to participate in the specific academic program or activity.

Student Information

Student Name: _____ Student ID: _____

Preferred Contact Method: Phone _____ Email _____

Major/Program of Study: _____ Program Modality: Online Campus

Student Acknowledgement

Student acknowledges the following in order to initiate a request for accommodation. Check each box below:

- It is my responsibility to advise Student Access and Wellness professional staff of the disability related impacts I experience in the learning environment and the potential accommodations that may support my learning.
- I am aware that Student Access and Wellness professional staff may request third party documentation of my disability and that it is my responsibility to obtain and provide such documentation.
- I understand that accommodation requests are reviewed and authorized by Student Access and Wellness professional staff.
- I understand that accommodations are not retroactive and should be requested in advance for each University course or activity.
- Student privacy is a fundamental goal of Ashford University and the Office of Student Access and Wellness. I understand that professional staff may disclose information maintained in my disability file only to school officials who have a legitimate educational need to access these records.

Accommodation Request

Diagnosis or nature of my disability and related impacts (required):

Specific accommodation(s) which may support my learning (required):

Student Signature: _____ Date: _____

You have provided your consent to receive documents from Ashford University in electronic form as part of your Online Application. For more information, please refer to the Electronic Communication section of the Catalog.



Ashford University Disability Documentation Policy

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. One or more of the following documentation categories will be considered in the evaluation of student accommodation requests:

1. Primary Documentation: Student's Self-Report

Ashford University believes the student is a vital source of information regarding how he or she may be "limited by impairment."ⁱ A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted by professional staff, may be sufficient for establishing disability and a need for accommodation.

2. Secondary Documentation: Observation and Interaction

The impressions and conclusions formed by Ashford University disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. The University employs qualified and experienced disability professionals who will observe students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

3. Tertiary Documentation: Information from External or Third Parties

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary Of Performance (SOP), and teacher observations.ⁱⁱ External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

These guidelines apply to students taking Ashford University courses. Please be aware that other universities and testing agencies (which administer standardized tests such as the Graduate Record Exam and Law School Admission Test) may require more extensive documentation, and you should check their requirements well in advance.

All questions regarding documenting your disabilities should be directed to access@ashford.edu or 866.974.5700 ext. 20050.

ⁱ Disability is defined by the ADA as "a physical or mental impairment that substantially limits one or more of the major life activities, a record of such an impairment or being regarded as having such an impairment." [42 U.S.C 126 §12102](#)

ⁱⁱ Revisions to Title III regulations provide, "When considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations, as well as such modifications, accommodations, or related aids and services provided in response to an Individualized Education Program (IEP) provided under IDEA or a plan describing services provided pursuant to section 504 of the Rehabilitation Act of 1973" ([28 C.F.R. § 36.309\(b\)\(1\)\(v\)](#))

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." [28 CFR Part 36](#) (2010)