



SOUTHWESTERN UNIVERSITY

Center for Academic Success

Procedures for Students with Disabilities to Apply for Accommodations

Step 1. Student Completes the Online Student Application Form

Students with disabilities who require accommodations to receive equal access should complete the online Student Application (<https://rainier.accessiblelearning.com/Southwestern/ApplicationStudent.aspx>) and provide supporting documentation. Documentation may be submitted with the application or provided to the Associate Director of Academic Success as explained in Step 2.

Step 2. Student Provides Supporting Documentation

Acceptable sources of documentation for substantiating a student's disability and request for particular accommodations may include the student's self-report as provided on the Student Application and information provided by qualified evaluators or professionals. Information from professionals should provide evidence of the functional limitations of the disability and their impact on the student's life. Criteria for the source, scope, and content of documentation differ by disability type and may include assessments, reports, and/or letters from qualified health care providers, psychologists, or diagnosticians, and/or information from a previous school.

For example, documents could include:

- 504 plan – a formal plan that a previous school has developed to provide the student with the support they need for a condition that limits daily activities in a major way;
- Individualized Education Plan (IEP) – a form that is used to document specific disabilities in the K-12 school setting; or
- Medical documentation from a medical doctor, psychiatrist, or psychologist. This could include psychological evaluation.

Documentation will ideally adhere to the following specifications:

1. The documentation should be typed on letterhead and cannot be provided by a relative. Handwritten notes are NOT accepted as documentation.
2. The documentation should outline the provider's credentials, and the credentials should be appropriate for the diagnosis under consideration.
 - Documentation can be provided by more than one provider, if there was a team approach to diagnosis or in the case of multiple disabilities.
3. The documentation should include the diagnosis or diagnoses, and a description and/or report of any assessments or tests run to reach the diagnosis.
 - If psycho-educational testing was conducted, the full report should be submitted.

4. From the professional opinion of the medical provider, the documentation should describe in detail the functional impact of the condition, including but not limited to how the condition impacts the student's ability to live (breathe, eat, sleep, ambulate), learn, and function.
5. The documentation should be reasonably recent.
 - If the condition was diagnosed many years ago, the medical or other personnel providing the documentation should be someone who has some history of working with the student in dealing with the condition in an ongoing fashion.
 - If a student has neither recent documentation nor a provider who has worked with them on an ongoing basis for a condition diagnosed long ago, new testing or documentation may be required before moving forward with the accommodation request.
6. The documentation can (but does not have to) include recommendations from the health care professional.
 - The student should be aware that recommendations given by a health care professional are not a guarantee that the recommendation will be followed. Any recommendations made must be determined to be reasonable before they will be followed.
7. Documentation should be provided in a timely manner to allow for review, follow up, and questions related to the documentation (ideally, at least one business day before the student's initial meeting with the Associate Director).
8. If a student used accommodations in high school or at another college, the student may submit verification of these accommodations as supporting documents. Generally, high school 504 plans and accommodations provided at other colleges are not considered sufficient documentation on their own, but all relevant information will be considered.

Documents may be provided to the Associate Director of Academic Success by:

- Uploading them to Southwestern's Online Services portal at: (<https://rainier.accessiblelearning.com/Southwestern/Default.aspx?SystemMessage=SessionExpired&#SystemMessage>); or
- Submitting them to Lou Djurdjevic, Associate Director of Academic Success, by email at djurdjevl@southwestern.edu; by fax at 512-863-1744; by mail to 1001 E. University Ave., Georgetown, TX 78626; or in person at the Center for Academic Success (located in the Prothro Center for Lifelong Learning, Suite 120).

Step 3. Student Meets with the Associate Director of Academic Success

Once the Student Application has been reviewed, the Associate Director either will contact the student and ask the student to provide additional information or will schedule a meeting with the student. Students may also contact the Associate Director directly by phone (512-863-1286) or email (Djurdjevl@southwestern.edu), or by coming to the Center for Academic Success (Prothro Center for Lifelong Learning, Suite 120). Important Note: Students should NOT delay contacting the Associate Director out of concern for not having the right paperwork. The first priority is communicating with the student, not reviewing the paperwork! Accommodations are always determined on an individual, case-by-case basis.