



Request Forms and Guidelines for Ranken Technical College Accommodations under the ADA

Section A - Introduction

Ranken Technical College ("Ranken" or the "College") is dedicated to providing students with disabilities access to Ranken's programs, services, and activities. Pursuant to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and other applicable federal, state, and local laws and regulations, the College prohibits discrimination and harassment against any qualified student with a disability.

For Ranken to evaluate your accommodation request, you must provide a specific request and supporting documentation, using the attached forms.

First, read Section B – Documentation Policy for specific guidelines for learning disabilities, ADHD, psychiatric disorders, visual or hearing impairment, and other physical disorders. This section also outlines accepted assessment tests and the type of supporting documentation that you must submit with your request.

Students should strive to provide documentation of their disability to the Student Success Department at least 30 days before the start of the semester. However, documentation may be provided by students at any time. Once all the required documentation is received and reviewed, the student will be contacted to schedule a meeting to discuss the accommodation request.

Second, take this document with you when you meet with the professional who diagnosed or treats your condition. This individual must be a qualified, appropriate professional (e.g., physician for a physical disability or psychologist for a learning disability). You should discuss your disability and the accommodations you might need and review all sections of this document with that professional.

That same professional must complete Section D, stating the nature of your disability, whether it is permanent or temporary, and specifically how it affects your ability to participate at Ranken. The professional must provide appropriate documentation that supports and explains the diagnosis. All supporting documentation must have been obtained within the last three (3) years.

Third, after you and your diagnosing/treating professional have discussed and identified the accommodations that are appropriate for your specific disability, complete Section E of the form telling us exactly what type of accommodations you are requesting. The most common types of accommodations are listed on the form, but your disability may require other accommodations. Be specific and explain why these other accommodations are needed, then sign and date the form.

Fourth, send Sections C, D, and E, and supporting documentation to Ranken Technical College at the address shown on page 2.

Fifth, Ranken will determine which accommodations will be provided, or if additional information is needed. You will be notified once that determination is made.

The process of documenting and evaluating accommodations requests can take several weeks or months, depending on the circumstances. Please submit your request well in advance of the time during which you would like to participate in Ranken classes.

If your accommodations are granted based on a permanent disability and the accommodations you need do not change, you will automatically receive the same accommodations when you register for classes in the future. You only need to repeat this process if you want to change your approved accommodations.

If your accommodations are granted based on a temporary disability, you will automatically receive the same accommodations for any classes you take over the next 12 months. After that time, you will need to repeat this process if your disability continues, or you have a different disability and require accommodations.

Questions? Contact the Student Success Department at AcademicAccommodations@ranken.edu or (314) 286-4891 before sending your request forms.

Submit in person, via mail or email your completed forms – Sections C, D, and E, and supporting documentation to:

**Ranken Technical College
Student Success Department
Accommodations
4431 Finney Ave.
St. Louis, MO 63113**

Or

AcademicAccommodations@ranken.edu

Section B – Documentation Policy

Introduction

This policy was developed to provide specific information about Ranken’s policies regarding documentation of a student’s disability and the process for requesting academic accommodations. The timely submission of proper documentation will minimize delays in decisions related to providing accommodations for students with disabilities.

This policy addresses the following topics:

- Guiding Principles
- Procedures for Implementation
- Qualified Diagnosticians
- Currency of Submitted Documentation
- Assessment Testing
- Substantiation of Diagnosis
- Recommendation for Accommodations
- Confidentiality

Guiding Principles

Ranken Technical College has long provided accommodations to students with disabilities and is committed to compliance with the requirements of the Americans with Disabilities Act (ADA) and Section 504. In this regard, Ranken Technical College has adopted the following guiding principles for responding to requests from students for accommodations:

1. Requirements and procedures for accommodations must ensure fairness for all students, both those seeking accommodations and those participating under standard conditions.
2. Accommodations must be consistent with ADA/Section 504 requirements and be appropriate and reasonable for the documented disability.
3. Accommodations must not result in an “undue hardship” to Ranken, as that term is used under the ADA, or fundamentally alter that which the program is designed to measure.
4. Documentation of the disability must be current within the last three (3) years, must meet guidelines that are considered appropriate by qualified professionals, and must provide evidence the disability substantially limits one or more major life activities (e.g., mobility, sight, hearing, speaking, breathing, learning, performing manual tasks).
5. Ranken will engage in an interactive process with students requesting accommodations.

Procedures for Implementation

Requests for accommodations are initially reviewed by trained staff who look for specific information on the Accommodations Request Form and in the accompanying supporting documentation. If a Ranken staff member determines that some or all the documentation is missing or inadequate, Ranken will request the additional information.

If the initial reviewer determines that the request appears complete, it is submitted to the Vice President for Student Success for the next level of review. The Vice President for Student Success may:

- approve the request and send it on for processing,
- submit the request to an expert reviewer with specific training in an appropriate clinical area, or

- determine that documentation is missing or otherwise insufficient.

Expert reviewers might be consulted to review documentation regarding cognitive or learning disabilities, sight and hearing impairments, and other physical conditions. If either the Vice President for Student Success or the expert reviewer determines that documentation is lacking, the student is notified and given the opportunity to submit additional documentation.

Once accommodations are approved, a Student Success staff member will notify the student, necessary Ranken staff, and provide specific details.

Documentation Requirements

Qualified Diagnosticians

The administration of diagnostic assessments, determination of specific diagnoses, and recommendation of appropriate accommodations must be made by a qualified professional whose credentials are appropriate to the disability. The name, title, and professional credentials (e.g., degrees, areas of specialization, license or certification, employment) must be clearly stated in the documentation. For physical disabilities, documentation must be provided by a qualified physician.

Timing of Submitted Documentation

To best assess the current impact of a student's disability or functional limitations as they apply to participating in the program, the documentation must be sufficiently current and appropriate to the condition. The disability must have been diagnosed or reconfirmed by a qualified professional within three (3) years prior to the date of the request.

Assessment Testing

Evaluation results for the following assessment tests are accepted by Ranken and must have been completed within the last three (3) years:

- Wechsler Individual Achievement Test® Fourth Edition (WIAT-IV)
- Wechsler Adult Intelligence Scale® Fourth Edition (WAIS-IV)
- Woodcock-Johnson Tests of Cognitive Abilities® Fourth Edition (W-J IV)
- Nelson-Denny Reading Test

Substantiation of Diagnosis

Documentation must provide a comprehensive evaluation with objective evidence of a substantial functional limitation. The information needed for each general category of disability is provided below.

- Learning Disabilities: The student must provide the results of diagnostic testing performed by a qualified professional. The Individualized Education Program (IEP), while helpful, typically does not provide sufficient information alone. Documentation, including all standard scores and percentiles (including subtests) which are reliable, valid, and standardized measures, must address the following:
 1. Description of the presenting problem(s) and its (their) developmental history, including relevant educational and medical history
 2. Neuropsychological or psycho-educational evaluation which includes results of an aptitude assessment using a complete and comprehensive battery
 3. Results of a complete achievement battery
 4. Results of an assessment of information processing
 5. Other appropriate assessments for consideration of differential diagnosis from co-existing neurological or psychiatric disorders
 6. Specific diagnosis and evidence that alternative explanations were ruled out
 7. Description of the functional limitations supported by the test results and a rationale for the recommended accommodations specific to those functional limitations

- Attention Deficit/Hyperactivity Disorder: The student must provide diagnostic results from an evaluation by a qualified professional. The Individualized Education Program (IEP), while helpful, typically does not provide sufficient information alone. Documentation must address the following:
 1. Evidence of early impairment which, by definition in the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV), is first exhibited in childhood and manifests itself in more than one setting
 2. Evidence of current impairment including:
 - a. Statement of presenting problem
 - b. Diagnostic interview
 3. A ruling out of alternative diagnoses and explanations
 4. Relevant testing using reliable, valid, standardized, and age-appropriate assessments
 5. Number of applicable DSM-IV criteria and description of how they impair the individual
 6. Specific diagnosis
 7. Interpretive summary including a discussion of how the effects of ADHD are mediated by the recommended accommodations

- Psychiatric Disorders – Mood or Anxiety Disorders or Serious and Persistent Mental Illness: The student must provide diagnostic results from an evaluation completed by a qualified professional within the past year. Documentation of psychiatric disorders should include the following:
 1. Review of family history
 2. Age of onset and course of the illness
 3. Psychological tests used and results
 4. The history of treatment for the disorder
 5. Evidence of continuing problems that make accommodations necessary to access Ranken programming
 6. How the disorder interferes with the person's ability to participate in a class/shop/lab technical environment

- Visual Impairment: The student must provide diagnostic results from a complete ocular examination performed by an optometrist or ophthalmologist. Documentation must address the following:
 1. Chief complaint and history of impairment
 2. Test results, including visual acuity, complete ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, pupil exam, optic nerve, and retina
 3. Specific ocular diagnosis
 4. Description of functional limitation and supporting evidence that the abnormality impedes functioning in settings such as classes/shops/labs representing technical careers
 5. Discussion of the extent to which the limitation has been addressed through glasses, contact lenses, or other treatment or assistive devices
 6. Specific recommendation for accommodations and accompanying rationale

- Hearing Impairment: The student must provide diagnostic results from a full hearing test performed by a qualified professional. Documentation must address the following:
 1. Relevant medical history, including date of hearing loss
 2. Related educational development, especially effect on reading ability and processing speed
 3. Specific diagnosis
 4. Description of functional limitation (with and without hearing aids or other assistive devices or treatments)
 5. Specific recommendation for accommodations and accompanying rationale

- Other Physical Disorders: The student must provide diagnostic results from an appropriate medical examination that documents the relevant medical history, provides a description of functional limitation, and states a specific recommendation for accommodations and accompanying rationale.

Each request for accommodations is evaluated on a case-by-case basis using the information as described. If an element of documentation is not provided, the diagnostician must explain why it is not included in the submission.

Recommendation for Accommodations

Requests for accommodations must specifically address the functional limitation of the disability. The diagnostic report must include specific recommendations for accommodations as well as an explanation of why each accommodation is recommended and how it alleviates the impact of the impairment when participating in Ranken programming. The qualified professional(s) must describe the impact, if any, that the diagnosed disability has on a specific major life activity, as well as the degree of significance of this impact on the student in classroom/shop/lab situation. The qualified professional(s) must support recommendations consistent with specific functional limitations as determined by objective data substantiating a history of functional impairment, appropriate test results, clinical observations, and a comprehensive diagnostic interview.

It is important to recognize accommodation needs can change over time and are not always identified through the initial diagnostic process.

If recommended accommodations are not clearly identified or supported in a diagnostic report, Ranken will seek clarification and, if necessary, more information. Ranken will make the final determination regarding appropriate and reasonable accommodations for students with documented disabilities.

Confidentiality

All documentation submitted to Ranken Technical College related to an accommodations request is kept confidential and is used solely to determine the student's eligibility for accommodations.

Section C – Submission Check List

All required materials must be received in order to review and process any accommodation request(s). Please check the boxes to ensure you have all the required sections and supporting documentation. Include this completed Submission Check List with your submission.

Required:

- Section C** – Submission Check List
- Section D** – To be completed by the diagnosing or treating professional
- Section E** – To be completed by the student
- Supporting documentation**, which must:

- be current within the last three (3) years
- meet criteria as outlined in the section specific to your diagnosis – see Section B for details

Indicate the supporting documentation being submitted with your forms. Note: evaluation results for these assessment tests must be current within the last three (3) years.

- Wechsler Individual Achievement Test® Fourth Edition (WIAT-IV)
- Wechsler Adult Intelligence Scale® Fourth Edition (WAIS-IV)
- Woodcock-Johnson Tests of Cognitive Abilities® Fourth Edition (W-J IV)
- Nelson-Denny Reading Test
- Other – please specify: _____

Submit in person, via mail or email your completed forms – Sections C, D, and E, and supporting documentation to:

Ranken Technical College

**Student Success Department
Accommodations
4431 Finney Ave.
St. Louis, MO 63113**

Or

AcademicAccommodations@ranken.edu

Section D – To be completed by the diagnosing or treating professional

*****DOCUMENTATION COMPLETED BY ANYONE OTHER THAN THE
DIAGNOSING / TREATING PROFESSIONAL WILL NOT BE ACCEPTED*****

Name _____ Today's Date _____

Professional Credential _____

Area of Specialty _____

Mailing Address _____

City, State & Zip Code _____

Phone (_____) _____ Fax (_____) _____

E-mail Address _____

Signature _____

Patient's Name _____ Date of Birth _____

1. Identify the patient's specific condition

Primary Diagnosis _____

Secondary Diagnosis (if any) _____

2. Does this condition substantially limit the patient? Yes -or- No

The legal definition of a disability or mental impairment that substantially limits a major life activity including but not limited to sight, mobility, hearing, and learning.

Please check all **major life activities** that are **substantially limited**.

Mobility Sight Hearing Working Sleeping Caring for self

Interacting with others Learning (including memory/concentration) Performing manual tasks

Other major life activities – please specify _____

3. Date of last office visit _____

4. Original diagnosis date _____ Confirmed diagnosis or follow-up date _____

5. Is this condition: Permanent -or- Temporary

If this condition is temporary, how much longer do you expect it to last? _____

6. Please identify how this impairment may affect this person's ability to participate in a classroom/shop/lab environment.

7. **Attach additional documentation** (e.g., condition-specific diagnostic reports, reports of psycho-educational evaluations, treatment plans, etc.) that may help Ranken Technical College to understand how this person's diagnosed impairment makes him or her disabled under the provision of the Americans with Disabilities Act (ADA). All information provided will be treated confidentially.

Section E – To be completed by the student

Name _____ Today's Date _____

Date of Birth _____ Last 4 Digits SSN _____ Student ID Number _____

Mailing Address _____

City, State & Zip Code _____

Phone (_____) _____ E-mail Address _____

Please describe each of the accommodations you are requesting.

I certify that the information that I am submitting with this request is true and correct.

Signature Today's Date