



ACCOMODATION REQUEST

Submission Instructions

Once you have completed this form, please print, sign, or e-sign, and submit to the Director of Admissions and Registrar. Tel (619)934-0797 | dparker@sdgku.edu

Note: Accepted formats: .PDF or Word (.DOC or .DOCX). Submitting a form in any other format may require resubmission or result in a delay in processing.

San Diego Global Knowledge University (SDGKU) prohibits discrimination on the basis of a disability in accordance with section 504 of the Rehabilitation Act on 1973, and the Americans with Disabilities Act (ADA) in 1990, as amended. SDGKU 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: Program:

Preferred Contact Method: ☐ Phone: ☐ Email:

Student Acknowledgement

The student acknowledges the following to initiate a request for accommodation. Check each box below:

- ☐ It is my responsibility to advise the Director of Admissions and Registrar of the disability related impacts I experience in the learning environment and the potential accommodations that may support my learning.
- ☐ I am aware that the Director of Admissions and Registrar 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 the Director of Admissions and Registrar.
- ☐ I understand that accommodations are not retroactive and should be requested in advance for each university or course or activity.
- ☐ Student privacy is a basic goal of SDGKU. 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 San Diego Global Knowledge University in electronic form as part of your admissions application.



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 a student accommodation request:

- 1. Primary Documentation: Self Report**

SDGKU believes the student is a vital source of information regarding how they may be “limited by impairment”¹. A student’s narrative of their 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**

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

- 3. Tertiary Documentation: External Sources**

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 educational and accommodation history, such as Individual Educational Plan (IEP), Summary of Performance (SOP), and teacher observations.² External documentation will vary in its relevance and value depending on original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative.

¹Disability 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

²Revisions 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 modifications, accommodations, or related aids and services provided in response to an Individualized Educational Program (IEP) provided under IDEA or 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 C.F.R. § 36 (2010)