ADA Request for Accommodations Policy

ITC Office of Student Services
Revised 2017
The Interdenominational Theological Center (ITC) is a Christian Africentric ecumenical consortium of seminaries and fellowships that educates students who commit to practicing justice and peace through a liberating and transforming spirituality to become leaders in the church and local/global communities.

The Interdenominational Theological Center (ITC) is a Christian Africentric ecumenical consortium of seminaries and fellowships that educates students who commit to practicing justice and peace through a liberating and transforming spirituality to become leaders in the church and local/global communities.

MISSION STATEMENT

To be the preeminent world center for Africentric theological engagement and developing leaders to advance God’s mission of love, justice and restoration in the world.

VISION STATEMENT

To be the preeminent world center for Africentric theological engagement and developing leaders to advance God’s mission of love, justice and restoration in the world.

“59 Years and Counting”

The contents of this handbook are governed by the charter and bylaws of the ITC. The ITC therefore reserves the right at any time to adjust and/or change the content of this handbook. Please consult with the Office of Student Services as policies are updated and procedures are enhanced. These procedures refer to regular business days, excluding Saturdays, Sundays, and holidays. Also, it is a rule of the procedures that any matter adjudicated in one appeal cannot be used to form the basis of a second or separate appeal.
Table of Contents

Contacts 4-5
Strategic Priorities 6
Institutional Goals 6
Disability Accommodations 7
Statement of Non-discrimination 7
Health Appreciation Directive 7
Equal Employment Opportunity 7-8
Statement of Confidentiality 8-9
ITC Code of Ethics 9
Students Rights and Responsibilities 10-11
  Student Rights
  Student Responsibilities 12-13
Introduction 14
General Guidelines 14
  Office of Student Responsibilities 14
  General Guidelines for Securing Accommodation 15
  Priority Registration 15-16
  Types of Accommodations 16
  General Descriptions of Accommodations
    Confidentiality 16
    Extended Time 16
    Electronic or Contact Reader Services 16
    Test Clarification 17
    Environmental Control 17
    Instruction for use of the environmental accommodation 17-18
    Note Takers 18
    Readers 18
    Textbooks in Alternative Format 18
    Technology 18
    Technology Resources 18
Documentation Guidelines 19
  General Descriptions for Documenting Learning Disabilities
    Learning Disabilities 19
    Brain Injuries 19
    Health Impairments 19-20
    Psychological Disabilities 20
    Checklist for Documentation of ADHD 20-21
    Criteria for Outside Evaluations 21-22
CONTACTS

THE ITC OFFICE COMPLEX
Main Office: 700 Martin Luther King Jr. Drive, SW
Atlanta, Georgia 30314-4143
Office Hours: Monday-Thursday 8:00 a.m.-5:00 p.m.
Telephone: (404) 527-7700

ADMINISTRATION BUILDING
President 404-527-7702
Office of Institutional Advancement 404-527-7718

CLASSROOM BUILDING
Student Services Office 404-614-6329
   Residence Life and Community Life and Relational Health Counselor
Religious Heritage of the African World 404-527-7756
Administrative Support Services/Mailroom 404-527-7716
Student Christian League 404-527-7755
Black Women in Church and Society 404-527-5710
Doctor of Ministry Office 404-527-7795

JAMES H. COSTEN LIFELONG EDUCATION CENTER
Executive Vice President for Academic Services/ Provost/Chief Operating Officer
   404-527-7704
Office of Financial Services/Office of Administrative Services 404-527-7720
Office of Institutional Effectiveness 404-527-7729
Ministry in Context Office 404-527-7763
Thomas J. Pugh Pastoral Care and Counseling Center 404-527-7713
Registrar 404-527-7707
Admission and Recruitment 404-527-7707
Computer Lab 404-614-6362
Extension Education 404-527-7766
Journal Office 404-527-7727
Human Resources 404-527-7711
Dining Hall 404-524-1010
Buildings and Grounds/Maintenance Office 404-527-7720
Youth Hope Builders Academy 404-527-5599

HOUSING FOR MARRIED STUDENTS
Willis J. King Apartments 404-581-0308

ROBERT W. WOODRUFF LIBRARY
The Atlanta University Center 404-522-8980

OFFICE OF FINANCIAL AND ADMINISTRATIVE SERVICES
James H. Costen Lifelong Education Center 404-527-7720
OFFICES OF CONSTITUENT SEMINARIES and FELLOWSHIPS
Gammon Theological Seminary 404-581-0300
Charles H. Mason Theological Seminary 404-527-7775
Baptist Fellowship
Phillips School of Theology 404-527-7768
Johnson C. Smith Theological Seminary 404-527-7781
Turner Theological Seminary 404-527-0080
Selma T. and Harry V. Richardson Ecumenical Fellowship

SECURITY OFFICE
Martin L. King Gatehouse 404-688-5068

EMERGENCY ONLY DIRECT LINE 678-232-3295
The Meaning and Symbolism of Sankofa

The concept of SANKOFA is derived from King Adinkera of the Akan people of West Africa. SANKOFA is expressed in the Akan language as "se wo were fi na wosan kofa a yenki." Literally translated it means "it is not taboo to go back and fetch what you forgot" (www.duboislc.net)

Sankofa symbolized refers to the Akan people’s quest for knowledge among the Akan and their awareness of the implications of this quest. It is based upon critical examination, intelligent and patient investigation (From “The Power of Sankofa” on www.berea.edu/cgwc).

"Sankofa" teaches us that we must go back to our roots in order to move forward. The symbol is based on a mythical bird with its feet firmly planted forward with its head turned backwards. Thus the Akan belief that the past serves as a guide for planning the future. To the Akan it is this wisdom in learning from the past which ensures a strong future (From “The Power of Sankofa” on www.berea.edu/cgwc).

This means that we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. It calls for critical examination of the past. Whatever we have lost, forgotten, forgone or been stripped of, can be reclaimed, revived, preserved and perpetuated. (www.duboislc.net)

Visually and symbolically "Sankofa" is expressed as a mythic bird that flies forward while looking backward with an egg (symbolizing the future) in its mouth or as a stylized heart. (www.duboislc.net The Akans believe that there must be movement and new learning as time passes, but as this forward march proceeds the knowledge of the past must never be forgotten. (From “The Power of Sankofa” on www.berea.edu/cgwc).
Disability Accommodations
The ITC is committed to complying fully with the Americans with Disabilities Act (ADA) for students and employees. Doing so examples an environment that delivers equal opportunity in matriculation for our students and employment for qualified persons with disabilities. All associated matriculation and employment practices and activities are conducted on a non-discriminatory basis. An external elevator is located Administrative Building (Building # 1) parking area. Internal lift and elevator are in the Classroom Building/L-Section (Building # 3) and James H. Costen Lifelong Education Building (Building # 10), respectively.

Statement of Non-discrimination
The Interdenominational Theological Center (ITC) does not discriminate based on gender, race, age, color, disability, gender identity or expression, genetic information, sexual orientation, religion, veteran status or national origin in the execution of its educational programs, activities, employment, daily operations or admission policies. “No person shall on the basis of sex be excluded from, participation in, or be denied the benefits of, or be subjected to discrimination from any of the ITC programs or activities.” (Title IX, part 86, Title VI, and Title VII)

Health Appreciation Directive
Health Insurance Portability and Accountability Act of 1996 (HIPAA), initiated by the US Department of Health and Human Services establishes standards, principally the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) for all institutions and/or entities subject to this standard as they engage in the access and review of medical information for persons receiving their services. The Privacy Rule standards addresses the use and disclosure of individuals' health information as well as standards for individual privacy rights to understand and control the use of their health information.

Equal Employment Opportunity
In further support of the academic environment for the ITC student, the institution seeks to provide equal employment and advancement opportunities to all individual employment. Associated decisions at the ITC will be based on merits, qualifications, and abilities. The ITC does not discriminate in employment opportunities or practices based on race, color, religion, sex, national origin, age, or any other characteristic protected by law.

The ITC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace among personnel and students are encouraged to bring these issues to the attention of their immediate supervisor or the Human Resources Office. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.
Statements of Confidentiality

In accordance with Federal Educational Rights and Privacy Act (Sec.513 of P.O. 93-380, Education Amendments of 1974, which amends the General Education Provision Act, (sec.438), students of the ITC are hereby informed of the right of access to their official records as described in the act. ITC will comply with all applicable federal regulations, including the Buckley Amendment of 1994. FERPA was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

FERPA allow schools to disclose academic records without the consent to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other school to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties about financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena; and
- Appropriate officials in cases of health and safety emergencies.

Inspection provides student opportunities to resolve challenges, correct, delete, or update the content of maintained education records to ensure that they are not misleading, inaccurate, or include inappropriate information. To file a complaint with the U.S. Department of Education concerning alleged failures by the ITC to comply with the requirements of FERPA students may contact:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202-4605

All services provided to students are confidential. A confidential medical record is established and maintained for every student receiving ADA accommodations via the Office of Student Services. The confidentiality of a student's record of academic support via ADA is protected under the federal (FERPA), Georgia state law and/or ITC Policy, as applicable.

The policy of ITC is that information cannot be released or received without the student's written permission unless otherwise permitted under FERPA.

ITC CODE OF ETHICS

As a historically Black Christian Institution of higher learning dedicated to the development of lay and clergy leadership with a liberating and transforming spirituality, creating communities of justice and reconciliation on the local and global levels, we commit ourselves to the following covenant:
We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office and the boardroom, through our use and allocation of time, talents, and resources; physical, intellectual, and financial.

We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals and the community through our daily interactions with each other in the use of appropriate language and behavior.

We commit ourselves to acts of gender inclusivity.

We commit ourselves to the enhancement and nurture of appropriate needs of individuals and the community in ways that build up the healthy functioning of both.

We commit ourselves to respecting the diversity of ecumenical, theological, ideological and personal expressions of the various faiths and traditions found in our community.

We commit ourselves to celebrating and building upon the best of our African culture and heritage through our work and life together.

We commit ourselves to the pursuit of intellectual excellence through the open engagement of critical thought and debate and through the honest critique of each other’s ideas and beliefs.

We commit ourselves to providing a safe physical and psychological environment for all members of the community regardless of one’s race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.

We commit ourselves to maintaining and providing services and physical resources and spaces which promote the mission and fiscal integrity of the institution, and which demonstrate appreciation and celebration of the gifts of others.

We commit ourselves to holding each other and ourselves accountable to adhering to the statements made in this covenant.

**Student Rights and Responsibilities**

ITC exists as a Christian Africentric ecumenical consortium of seminaries and fellowships that educate students who commit to practicing justice and peace through a liberating and transforming spirituality. ITC articulates its vision via an actionable, transformative, liberative spirituality that presses for free inquiry and free expression. ITC appreciates this way of delivering theological education as indispensable to it being the preeminent world center for Africentric theological engagement and the development of leaders in the church and local/global communities who advance God’s mission of love, justice, and restoration in the world.

Any assertion of rights and freedoms by ITC for itself, its students and constituencies implies a willingness to assume associated responsibilities. The center undergirds the consortium relationship, protects individual liberty and also expects the following from its students, faculty and administration: 1) Recognition of the primary academic purposes of the institution, 2) Respect concerns for the rights and freedoms of others, 3) Commit to the
rule of reason in settling disputes, and 4) Affirm a sense of faithful praxis. The purpose of the delineation of rights, freedoms, and responsibilities that follows is to foster learning and the free exchange of ideas within this cooperative academic community.

It is understood that ITC students are adults. ITC supports student freedom and encourages them to make decisions. They are required to assume responsibility for and accept the consequences of their behavior. With self-governance comes an obligation to participate in a system of regulations conducive to learning, teaching, and protection of the rights, safety, and property of others, as well as ensure the orderly functioning of the Center. ITC developed these statements and descriptions of Student Rights and Responsibilities in environments conducive to education, development and community work for its students as it delivers its mission.

**Student Rights**

Student rights are civil, constitutional, contractual and consumer privileges which regulate student freedoms and the regulation of them for the purposes of exercising the best use of their educational investment.

- Right to basic institutional facts prior to admission. Qualified persons and information sharing that intuit the needs of prospective students, as well as, expressed availability for answering questions that arise during inquiring, finalization of admission maintenance of matriculation and graduation.
- Right to ITC following its own regulations, policies, procedures and directives. This means that students have at their disposal persons who are knowledgeable and qualified to insure the accurate and appropriate development and disposal of regulations, policies, procedures and directives. These are in place for operation of the institution and the protection of all ITC students.
- Right to the fulfillment of promises made by catalogs, handbooks, advisors, student codes; as well as, verbal promises. Therefore, students have the right to be notified of changes in institutional catalogs, handbooks, regulations, policies; as well as, degree requirements.
- Right to access Center policy, regulations and statistical data which are published and readily available. Students can locate institutional statistics via appropriate website (DOE) and electronic bulletin boards that report significant institutional data for public sharing for the purposes of informed decision-making by prospective and continuing matriculants. This information can include but is not limited to tuition, fees, net price of attendance, tuition plans, statistics including sex, ability, ethnic, transfer student ratios, degrees offered, enrolled and awarded, and transfer credits.
- Right to privacy in higher education. This privacy would be the same rights extended to the community at large. Students have the right to access their records, dispute record keeping and have limited control over release of documents to third parties.
- Right to a continuous tract during a period of continuous enrollment; therefore, student has the right to graduate so long as they fulfill the requirements as they were originally communicated; subsequently being notified of degree changes and impact upon her or him as a current matriculant.
- Right to learn from the instruction as instructor acts within departmental and institutional guidelines. This includes the right to an accurate course syllabus for each course. They reflect what was advertised. Accuracy is reflected in the following markers: there is a description of course and level of instruction, appointments for managing and covering course content at sufficient depth, policy statements that
facilitate adherence to institutional mission, directives for achieving learning outcomes, uniformity across class sections, fair grading as referenced in institutional resources and procedures for resolving student concerns and complaints.

- Right to affirmative action which protects students from discrimination of any type. Student can also expect freedom from discrimination/harassment in the exercise of affirmative action; right not to be discriminated against based upon national origin; age and equal treatment of student groups; ability discrimination and/or dismissal. The right to due process in disciplinary action. Student has the right to protection from sex discrimination/harassment in higher education; right to sex equality in the provision of and participation in student services and activities.

- Right to protection from injury on campus, which include but are not limited to physical, mental or emotional experiences or engagement. Students have the right to expect limited fiduciary care in ways that demonstrate institutional care in service of the student’s best interest; care regarding the safety of students; right to grievance filing process; and right to protection from foreseeable crime on campus; protection from injury caused by other students.

- Right to protection from unwarranted search and seizure.

- Right to constitutional freedoms and protections in higher education; this includes right to free speech and association; right to free religious and unaccepted speech.

**Student Responsibilities**

Students are responsible for insuring their ITC email address is accurately operating. This is the primary means of communicating with ITC students. Students are also responsible for insuring their personal information is current in all offices responsible for communicating with them on behalf of the institution; this includes but not limited to Offices of the Registrar, Financial Services, Financial Aid and Student Services. Current information includes addresses, telephone numbers, and backup email addresses where appropriate. The institution assumes responsibility for maintaining accurate records and updating significant data points.

Students are responsible for being informed of and adhering to all institutional policies governing their admission and retention as a student of ITC. Therefore, students are responsible for understanding the policies and grading procedures for all courses in which they are enrolled. Students who believe that they have been subject to unfair or discriminatory academic evaluation by faculty members are encouraged to discuss the matter fully with their instructor(s). Faculty should be prepared to explain the rationale for their grading. When a resolution is not possible through such informal discussion, students have the responsibility to learn and adhere to the processes for filing and following processes for communicating and resolving grading disputes and complaints.

Students are for responsible for learning and operating within the governance structure of ITC. Students are responsible for knowing and operating within the framework and limitations of the institutional consortium agreement; therefore, being informed of the responsibilities of the denominational presence of which they are a member who in-turn is a member of the consortium. Student concerns and abrogation of student rights and responsibilities that are denominationally related can be informed by responsible persons within ITC governance. However, students are responsible for resolving these concerns within the denominational outlines of the respective denominational directives and internal structures for such matters.
ITC students and student organizations are free to examine and discuss questions of interest to them and to express their opinions both publicly and privately. All constituencies are expected to take responsibility for their public expressions; anonymous expressions are inimical to the free and open exchange of ideas.

Student organizations are responsible for exercising intuition when bringing guest speakers that address issues and matters of interests to campus. These speakers are expected to complement the student academic endeavors. ITC develops procedures for orderly scheduling and presentation of speakers and other programs. Student sponsoring organizations in accordance with ITC policies and directives regarding speakers should clearly state in their publicity the name of the sponsoring organization. Sponsorship of a guest speaker does not necessarily imply endorsement by the sponsoring group or the college.

Student organizations are to make responsible use of the ITC logo and branding materials in the publicity of student events and activities. ITC develops policies and procedures for accessing and use of the ITC logo. Student sponsoring organizations use the ITC logo in accordance with ITC policies and directives. Use of the ITC logo implies institutional support of its students, their academic pursuit and faith action, as well as commitment to varying diversities which expand their seminal preparations for ministry and public service.

ITC students are responsible for their participation in institutional governance. All associated participations occur as active student commitment to the total wellbeing of the institution via student government organization and associated committee participation, as well as, the coordinated fiduciary relations associated with the denominational presences and student fellowships.

ITC students are responsible for knowing and exercising their civil rights within the institution and greater public communities. Therefore, students are responsible for their own actions, under federal, state and local laws. ITC supports student freedoms to recognize, articulate and consciously resist government decrees, ITC and its students recognize the rule of law and expect no special immunity due to student status or institutional presence.

ITC students are responsible for positioning themselves to graduate and become an alum of the Center and denominational presence of which she or he is a member.
Introduction

Students requesting ADA accommodations are encouraged to begin this process in the Office of Student Services. After you complete the forms and provide requested documentation, every effort will be made to support your successful matriculation through the curriculum.

ITC is committed to providing educational opportunities and access to persons with disabilities in accordance with the American with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state, and federal antidiscrimination laws.

Requests for reasonable accommodations will be considered on an individual basis. Applicants with documented disabilities are encouraged to contact the Admission Officer as early as possible during the application process, in order to alert the institution about disabilities for which they may want accommodations. Current students with questions about such accommodations should contact the Office of Student Services.

General Guidelines

Office of Student Services Responsibilities

1. Prepare Letters of Accommodation for all approved students. These letters verify that the student has a disability which requires accommodations that facilitate their successful matriculation.
2. Resource the academic environment with the necessary sensitivity for student’s healthful achievement with the support of agreed upon accommodations.
3. Maintain record of accommodations in collaboration with the Office of the Academic Affairs/Provost of accredited accommodations.
4. Schedule tests, quizzes, and exams according to requested accommodations.
5. Organize and facilitate pickup and delivery of tests and exams based upon written instructions from instructors.
6. Request changes in prescheduled testing and/or non-scheduled testing for students only when lack of resources necessitate.

Note: Office of Student Services (OSS) is responsible for providing reasonable accommodations in a timely manner. Noncompliance on the part of the student with the procedures stated above may result in delays in the provision of accommodations.

General Guidelines for Student Securing Accommodations

1. Register with the Office of Student Services (OSS) by following OSS procedures for access and use of the Request for Accommodations form.
2. Provide appropriate documentation to validate request for accommodations.
3. Discuss and review letter of accommodation with the OSS accommodations representative.
4. Upon the receipt of your letters of accommodation, meet with each of your instructors to discuss the reasonable accommodations you require. If you need extended time to complete an exam or paper, must be made prior to the due date and time of the assignment. Note: Do not leave any forms with instructor to be filled
out. It is the student's responsibility to fill out and return this information to OSS. These forms must be returned to the OSS within five days after the beginning of the semester or the time when you receive forms indicating requesting accommodations have been approved.

5. Communicate with instructors about providing appropriate alternatives for exams that must be taken outside of the OSS office hours.

6. Arrangements for testing in the OSS must also be made prior to the date(s) of the test(s). Your instructor must indicate in the arrangements what is allowable in the space with you during testing.

7. Providing a qualified reader who is identified by the instructor as being familiar with the subject matter. Note: OSS will not always be able to provide reader services for testing situations as outlined above. Availability will be noted at time accommodations are approved.

**Priority Registration**

Because ITC recognizes that some disabilities result in the need for specific scheduling of classes, priority registration is given to those students whose functional limitations:

1. Require pre-arranged support services, such as textbooks on tape, large print materials, readers, extended testing time, interpreters, real-time captioning, etc., which are necessary as accommodations.

2. Impose mobility constraints due to limitations of speed, and/or endurance.

3. Impose physical or cognitive restrictions due to fatigue, medication side-effects, difficulties with sustained concentration, or limited cognitive processing documented indicated by medical reports and in accord with guidelines upheld by the Office of Student Services.

4. Necessitate preferential seating, selection of professors with certain speech patterns or teaching styles due to communication/learning issues as verified through OSS.

5. Require extensive therapy or other medical treatment/intervention which impacts scheduling flexibility (e.g. chemotherapy, renal dialysis, etc.) and such need has been documented through the OSS.

All priority registration requests are reviewed and approved through the OSS. Eligibility for priority registration will be periodically re-evaluated and prior approval does not constitute entitlement for on-going eligibility.

**Types of Accommodations**

Reasonable accommodations are those prescribed by the student’s diagnostician. The institution will make every effort to insure the student’s success. Any adaptations are completed according to the directives of the diagnostian. The following are generally provided and may not be necessary for all students needing accommodations. Determinations of which best meet students will be discussed and determined at the initiation of the process.
General Descriptions of Accommodations

Confidentiality
Confidentiality is an extremely important issue when interacting with any student.

Instructors may not ask the student the nature of his/her disability. Students with disabilities may be very guarded with the information that they may want to share. It is important to respect a student’s right to exercise personal discretion in the disclosure of individual disabilities. Students are under the protection of confidentiality laws and need not disclose the specific nature of the disability.

Extended time
Extended time is an allowable accommodation. Any time a student uses the accommodations of a reader or scribe, adaptive equipment or is slowed down because of reading speed, writing speed etc. more time can be allowed. Sometimes the disability has such an impact on the student that a request is made to administer the test in two parts with a break between presentations of the two segments.

Electronic or Contact Reader Services
One option to having a reader available during the test process is to have the test recorded and let the student listen and listen again to the test. Whether a student has a reader/recorded test or a scribe is not negotiable, but an oral exam vs. a written exam is negotiable. If an oral exam would be the most equitable way of measuring mastery of course content, then an oral exam may be an option instead of a written exam. If the student has a disability that does not allow him/her to write, recording answers may be an option rather than using a scribe.

Test Clarification
There may be times when a student taking a test in the OSS asks for a definition of a word or explanation of a test question. The professional staff member who is proctoring the test must make a decision as to whether the question being asked is crucial to the purpose of the exam (i.e. is the word something that should have been learned as part of the course). Sometimes due to a typographical error or unusual wording of a question, the best procedure may be to attempt to reach the faculty member by telephone.

Environmental Control
Earphones that block out extraneous noises, a private testing area, and the time of day for testing are examples of accommodations. If the student is tested within the classroom or department, he/she should remind the instructor/proctor before the test of the agreed upon accommodations. The student is told to not take a test unless the appropriate accommodations are in place because he/she will not be allowed to retake a test. If the student agrees to take the test with less than full accommodation in place, he/she will essentially have waived his/her right to the missing accommodation.
Instructions for use of the environmental accommodation

1. Contact the appropriate OSS Staff person for assistance if a difficulty should arise.
2. Return all documentation related to environmental accommodations to the OSS office no later than five business days prior to the first test date. Subsequent dates may be added to your testing schedule no later than five business days prior to the new or next test date. Final exams need to be scheduled two weeks prior to the last day of class.
3. If circumstances require a cancellation, additional date, or other change in your test schedule, this information must be submitted to the OSS in writing (email, fax, etc.) from the instructor. OSS must receive this information no later than five (5) business days prior to the newly requested date and time.
4. Arrive at OSS on time for your testing appointment. Students who arrive more than 30 minutes late for a scheduled exam are considered a "no-show." Students who "no-show" will be advised of their responsibility to document this no-show with the Office of Student Services as well as the course instructor. Student must speak to the instructor about rescheduling the exam in accordance with all the Testing Accommodations Guidelines and Testing Policies.
5. Bring and use only the materials that have been indicated by the instructor for proctored exam. Leave all unauthorized materials including jackets, hats, book bags, and cell phones outside the testing area. We are not responsible for lost or stolen items. Note: Computer use during testing for students who do not receive computerized accommodations will only be allowed if pre-approved.
6. Advise the test proctor of any personal or medical needs that may arise during testing prior to the beginning of the test. Should you encounter any difficulty or other concern during your test, please inform a proctor in the testing area immediately.
7. If your instructor indicates on your form that breaks are allowed: When taking a break, you must hand the test to a proctor and obtain it again upon your return. No extra time is allotted for these breaks unless warranted by your accommodations.

You may not leave the building during a test. All books, book bags, coats, etc. must remain in the Testing area. Adhere to the Academic Honesty Policies as stated by the Student Handbook. Please be advised that the testing facilities at OSS may be monitored.

Note Takers
The OSS relies as much as possible on in-class volunteers to provide note taking services for qualified students. Some students may find their own note takers, but generally the OSS asks the instructor to announce the need for a note taker by means of a letter sent the first week of classes.

Readers
The OSS relies on work-study students to provide reading services for qualified students. We try to coordinate work-study students who have familiarity with course materials to function as assigned readers.
Textbooks in Alternative Format
Some recorded textbooks can be obtained through Recordings for the Blind and the Office of Student Services can help students apply for this service. Making arrangements to provide audio books on E-Text from a publisher can be a timely process. Instructors can assist by making required book lists available well in advance of the first day of class.

Technology
The OSS at ITC is committed to keeping pace with technological advances that can improve educational access to students with disabilities. Listed below are some technological accommodations that this office currently can offer to students:

Technology Resources
Robert W. Woodruff Library Reader has limited resources for students needing reading and large print accommodations.
• Learningally, an online textbook resource for students needing primary and alternative reading resources for coursework.
• Telephones have app capacities for reading scanned material. Computers have basic functions for enlarging and software that articulate printed material.

DOCUMENTATION GUIDELINES

General Descriptions for Documenting Learning Disabilities
The ITC specifies that a student must meet three criteria to be considered as having a specific learning disability:
• Average intellectual ability based on performance on a standardized 10 test.
• A significant discrepancy between intellectual ability and achievement in one or more, but not all academic areas (e.g. reading and written language).
• The academic discrepancy is linked to weaknesses in information and cognitive processing abilities.

In order to receive accommodations for a specific learning disability, the student must provide documentation that addresses each of these three criteria. The specific documentation guidelines (Criteria for Outside Evaluations) may be viewed. Documentation must be within three years of the student’s application for accommodations, or the evaluation must have been completed as an adult (18 years or older).

Brain Injuries
The documentation required to substantiate a brain injury will vary according to the nature of the resulting limitations. Sensory-Motor Disorders will require a report from a Neurologist or other appropriate medical specialist accompanied by a letter signed by the specialist detailing the impact of the limitations on the student’s ability to participate in his/her postsecondary program. For those students whose brain injury resulted in psychological or cognitive deficits, a thorough neuropsychological evaluation is required. This evaluation should include, but not necessarily be limited to, assessment of cognitive and psychological strengths and imitations, readiness to participate in postsecondary educational program, preferred learning style, interests and needs. It is
also helpful to have suggestions for academic accommodations. In either case, the documentation must be current enough to represent the individual’s current level of functioning including testing done using adult norms. It also must include evidence that the impairment is currently **substantially limiting one or more major life** activities.

**Health Impairments**

Documentation must include the following:

- Must be on a letterhead, be dated & signed.
- Documentation should be recent/current (e.g. Documentation for a health impairment is generally considered recent if the evaluation took place within the last six-months).
- Must have a diagnosis.
- Must state a prognosis. (what is the likely outcome or course of the disability)?
- How does the disability/condition impact the student (e.g. causes frequent headaches, dizziness)?
- How does the disability affect the student in the academic/educational environment (e.g. affects concentration, ability to focus, and writing)?
- What academic adjustments/accommodations are required/recommended (e.g. extra time, frequent breaks)?
- How does this condition rise to the level of a disability?
- A physical or mental impairment rises to the level of a disability when it substantially limits one or more of the major life activities of the individual. Please specify which major life activities are impacted and how/to what degree they are limited. Please attach any test results, etc. which measure these limitations. Should include information related to current medications or aids used by student, including the effects these have on the limitations described above. A major life activity is learning, walking, breathing, etc.
- The credentials of the individual making the diagnosis must also be included.

**Psychological Disabilities**

Comprehensive documentation should include:

- Letterhead of diagnostician.
- Date of last visit.
- DSM-IV Diagnosis/date of diagnosis.
- Assessment procedures used to make the diagnosis.
- Historical data taken into account in making the diagnosis.
- Major symptoms currently being manifested.
- Level of symptom severity. (Global Assessment of Functioning).
- A mental impairment rises to the level of a disability when it substantially limits one or more major life activities of the individual. Please indicate what major life activity is currently impacted and how/to what degree it is limited. Please attach any test results, etc. you used to measure these limitations.
- Please discuss any current medications this individual is taking and the impact it has on the limitations described above.
- What is the treatment plan and prognosis (expected duration).
- Signature of individual with credentials to make the above diagnosis.
Checklist for Documentation of ADHD

In order to be eligible for accommodations because of ADHD, students must meet the DSM-IV diagnostic criteria of the American Psychiatric Association and their documentation must meet the criteria listed below. There is a Checklist of the Documentation for ADHD of the criteria that can be filled out by the professional evaluating the student. Giving the physician or psychologist a copy of the ADHD checklist may be helpful in assuring that all criteria have been met and documented.

- Developmental history of symptoms of ADHD.
- Documentation of current symptoms that meet diagnostic criteria.
- Documentation of both childhood and current adult behavior on rating scales of ADHD symptoms that have appropriate age norms.
- Corroboration of current ADHD symptoms across multiple settings by two independent observers with knowledge of the student's functioning.
- Clear evidence and documentation of interference with developmentally appropriate academic, social, or vocational functioning.
- All other psychiatric or medical disorders which may cause problems with inattention are differentially evaluated, documented, and considered in the differential diagnosis.
- Assessment on which the documentation is based must have been completed no more than three years prior to the student's application for accommodations, OR must have been completed as an adult (18 years old or older) and still be considered current.

Criteria for Outside Evaluations

1. Documentation must be within 3 years of the student's application for assistance. Documentation must be comprehensive, including history, diagnostic interviews, test results (including standardized test scores when available), differential diagnosis, details regarding a student's functional limitations, and recommendations for accommodations which are appropriate in an ITC graduate or professional educational settings.

2. A specific learning disability must be stated within the documentation submitted. The criteria a student must exhibit are one or more, but not all, areas of specific academic deficits; a correlated cognitive or information processing deficit; and average intellectual ability. If another diagnosis is applicable, it should be stated. The evaluation must be signed by a professional with expertise in evaluating adult populations and appropriately licensed by the state.

3. One of the following individually administered general intelligence tests must have been utilized:
   - Wechsler Adult Intelligence Scale-III (WAIS-III)
   - Wechsler Intelligence Scale for Children-III (WISC-III)
   - Stanford Binet IV
   - Kaufman Adult Intelligence Test - (KAIT)

   Please list sub scale scores.
4. Cognitive or information processing strengths, weaknesses, and deficits should be specifically discussed. Clear documentation of deficit areas is necessary in order for ITC to provide appropriate modifications. Please discuss all of the following processing areas:
   • Visual-spatial abilities
   • Memory
   • Fine motor/dexterity
   • Executive Functions (It is also helpful to know about the student's cognitive or processing flexibility and automaticity with cognitive and academic tasks).
   • Attention

5. Oral language skills should be assessed and discussed. Formal language evaluation and/or an informal analysis of a language sample are appropriate. ITC are primarily interested in whether or not a student's language disability is impacting oral or written language and/or if a separate speech disorder is also present. The assessment of auditory comprehension is also helpful.

6. Social-emotional status should be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate. ITC need to know differential diagnoses of psychological disorders that impact upon academics from learning disabilities (e.g., anxiety, mood disorders, and substance abuse). ITC is typically quite stressful for students who have learning disorders. In an attempt to best serve students, it is also helpful to know about their personality characteristics, psychological welfare, and self-esteem and stress level.

7. Achievement assessment in the following areas is required:
   • Written Language (spelling and written expression). If a written language sample is available to review, this is most helpful.
   • Reading (decoding, word attack, and comprehension). Please indicate the student's ability to comprehend longer passages, more typical of ITC text than some assessment instruments provide, and their automaticity and fluency in reading appropriate level texts.

All standardized measures must be represented by standard scores and percentile ranks based on published norms. These can certainly be supplemented by informal assessment.
Students Enter, Leaders Depart.