

**CLARK ATLANTA UNIVERSITY
COUNSELING AND ACCESSIBILITY
SERVICES CENTER APPLICATION**



**310 Trevor Arnett Hall
(404) 880-8042 VOICE
(404) 880-8440 FAX**

CLARK ATLANTA UNIVERSITY
Counseling and Accessibility Services Center

Students with disabilities at Clark Atlanta University will find programs designated to coordinate academic accommodations and promote access to all phases of university life. Such programming is coordinated through the Accessibility Services Program.

The Accessibility Services Program is a functional part of Enrollment Services and Students Affairs. Disability Services Program personnel oversees and coordinates programs to ensure accessibility to students with disabilities on an individual basis. Clark Atlanta University strives to provide equal access to a college education as well as support to students with disabilities in their experience in the university community.

To obtain services through the Accessibility Services Program at Clark Atlanta University the student must:

- Apply and be accepted for admission at Clark Atlanta University. Students with disabilities go through the regular admissions procedures; and
- Complete an application for Accessibility Services Program Eligibility and return it along with sufficient documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician, psychologist or audiologist) to:

Counseling and Accessibility Services

Clark Atlanta University
223 James P. Brawley Drive
Trevor Arnett Hall
Atlanta, GA 30314
(404) 880-8042 VOICE
(404) 880-8440 FAX

Students are encouraged to apply for the Accessibility Services Program at least 30 days prior to the initial semester of enrollment to allow adequate time for the coordination of reasonable accommodations. Please allow fifteen (15) University working days for the Accessibility Services Program personnel to process your application, review your documentation, and contact you.

For your benefit, please maintain a copy of all documentation submitted to the Accessibility Services Program. By law, documentation that has been submitted cannot be released back to you (except where permitted or required by law).

DOCUMENTATION CRITERIA

PHYSICAL, SENSORY, HEALTH-RELATED

Documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician or audiologist) should be provided to the Accessibility Services Program. Documentation of physical, sensory, or health-related disabilities (including, but not limited to, orthopedic, hearing, visual, systematic, or chronic illnesses) should include:

1. A diagnosis of the specific disability (including prognosis if appropriate); and
2. An indication of the severity and manner in which the disability limits the student's activity, particularly as it relates to University life; and
3. *Recommendations* for reasonable academic accommodations to equalize the student's opportunities at a post-secondary level.

ATTENTION DEFICIT DISORDER OR PSYCHOLOGICAL DISORDER

Diagnosis of an attention deficit disorder or psychological disorder should be made by a psychiatrist, licensed clinical or educational psychologist, neurologist, developmental or behavioral pediatrician, or a combination of such professionals. Because the provision of reasonable accommodations is based upon the current impact of the disability on the student's academic functioning, in most cases the Accessibility Services Program personnel will request this evaluation to have been performed either within the past three calendar years or during adulthood (after eighteen years of age). All documentation will be reviewed on an individual basis. Documentation of an attention deficit disorder or psychological disorder should include:

1. A specific diagnosis, the date of diagnosis, and the specification of the diagnostic criteria on which the diagnosis is based (for example, DSM-IV); and
2. Specific statements concerning the way(s) the student's diagnosed disability might have impacted academic performance in the past or might impact it in the future; and
3. *Recommendations* regarding reasonable academic accommodations to equalize this student's educational opportunities at the post-secondary level; and
4. Other information that is pertinent to the diagnosis such as:
 - ☐ Description of the functional limitations which meet the criteria for this diagnosis with the approximate date of onset.
 - ☐ List of the measures (informal and formal) that were used to assess the educational impact of the attention deficit disorder or psychological disorder.
 - ☐ An evaluation of the effectiveness of past and current medications prescribed for relief of attention deficit disorder or psychological disorder's symptoms.
 - ☐ Complete developmental, educational, medical, and family histories as they relate to the attention deficit disorder or psychological disorder.

LEARNING DISABILITY

The diagnosis of a learning disability should be evidenced by a psychological/educational evaluation performed by a qualified and licensed professional such as a clinical or educational psychologist, school psychologist,

neuropsychologist, medical doctor, educational diagnostician or another qualified professional. Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, in most cases the Accessibility Services Program personnel will request this evaluation to have been performed by an accredited professional either within the last three calendar years or during adulthood (after eighteen years of age). All documentation will be reviewed on an individual basis. Documentation of learning disabilities should include:

1. A specific diagnosis of the learning disability; and
2. An indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which reasonable accommodations are being requested. A converted standard score of any subtest must be at least one standard deviation (15 points) below the full-scale IQ score to constitute a substantial limitation; and
3. *Recommendations* for reasonable academic accommodations to equalize this student's opportunities at a post-secondary level; and
4. There should be evidence of the evaluator's having ruled out alternative explanations for academic barriers such as a result of poor education, poor motivation and/or study skills, emotional, mental, or physical problems, attention problems, and/or cultural/language differences; and
5. An individualized history of the student's educational, medical and family histories that relate to the learning disability should be included; and
6. Comprehensive testing which addresses the following domains:
 - **APTITUDE** - A complete intellectual assessment with all subtests and standard scores reported. The Weschler Adult Intelligence Scale - Revised (WAIS-R) or the WIAS-III is the highly preferred instrument. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability, the Kaufman Adolescent and Adult Intelligence test, and the Stanford-Binet Intelligence Scale (4th ed.) are also acceptable.
 - **ACHIEVEMENT** -A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. Preferred instruments include the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Weschler Individual Achievement Test (WAIT); Stanford Test of Academic Skills; Scholastic Abilities for Adults (SATA); or specific achievement tests such as the Test of Written Language (TOWL-3), Woodcock Reading Mastery Test - Revised, or the Stanford Diagnostic Mathematics Test. Standard scores must be reported and interpreted.
 - **INFORMATION PROCESSING** - Specific areas of information processing (i.e. short- and long-term memory, sequential memory, auditory and visual perception processing, processing speed, executive functioning a motor ability) should be addressed. Preferred instruments include the Detroit Tests of Learning Aptitude (DTLA-3), the Detroit tests of Learning Aptitude - Adult (DTLA-A), information from subtests on WAIS-R, and the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability.
 - **Standard scores and/or percentiles should be provided and interpreted for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included.**

APPLICATION FOR ACCESSIBIITY SERVICES PROGRAM ELIGIBILITY

(Please Print)

Name _____
Last First Middle Preferred

Student ID# _____ Date of Birth ____ / ____ / ____ Email _____

Local Address _____ (_____) _____
Phone #

Permanent Address _____ (_____) _____
Phone #

Major _____

Date of initial enrollment at Clark Atlanta University ____ / ____ / ____

Classification _____

Current medication(s) _____

Diagnosed Disability _____

Date of onset/initial diagnosis _____

Limitations disability has on student's functioning at Clark Atlanta University

In the space provided below, please personally describe the reasonable accommodation(s) requested:

If additional space is needed please attach an additional sheet of explanation.

AUTHORIZATION TO EXCHANGE CONFIDENTIAL INFORMATION

I, _____, Student ID # ____/____/_____
give my permission to the Counseling and Accessibility Services Center/Clark Atlanta University
to exchange information with: (check all that may apply)

- ☐ Clark Atlanta University staff and faculty members
- ☐ Rehabilitation Commission
- ☐ Commission for the Blind and Visually Impaired
- ☐ Veteran's Administration
- ☐ Personal physician/diagnostician
- ☐ Other _____

as may be necessary for me to apply for and/or receive reasonable accommodations related to my disability. I understand that any exchanged information will be kept confidential.

Signature

Date

REQUEST FOR PRIORITY REGISTRATION

Priority registration may be a reasonable accommodation for some students with disabilities (such as mobility impairments, visual impairments, etc.) at Clark Atlanta University. To be eligible for this accommodation, the students must fill out the following Justification for Priority Registration when applying for the Accessibility Services Program Eligibility as well as meet one or more of the following criteria.

- ☐ The student's disability is accommodated through assistive devices or services that require additional time for transportation and/or preparation for use or access to accessible facilities;
- ☐ The student's disability requires medication that needs to be regulated;
- ☐ The student's disability causes the student to need additional time to reach campus destinations; the nature of the student's disability makes the attendance of consecutive classes unreasonable;
- ☐ Other situations and circumstances as seen as reasonable by the Accessibility Services Program personnel.

In the space provided, please justify why priority registration would be a reasonable accommodation:

If additional space is needed, please attach an additional sheet of information.

CAU STUDENT RESPONSIBILITY IN APPLYING FOR SERVICES

Faculty members are not obligated to provide reasonable accommodation for your disability needs unless you provide sufficient documentation of a disability for which the accommodation you are requesting is reasonable. The University has a mechanism for doing so; the presentation of a written notification from the Office of Accessibility Services in the form of a Letter of Accommodation. This notice indicates to professors that you have provided sufficient documentation of your disability and that the accommodation(s), which you are requesting, should be considered appropriate and reasonable. Letters of Accommodation should be given to faculty at the beginning of the semester.

1. Submit a completed Application for Accessibility Services Program Eligibility as well as sufficient current appropriate medical, psychosocial, psychoeducational, or neuropsychological documentation indicating the student's disability from a licensed qualified and appropriate professional. Students are encouraged to apply for reasonable accommodations **30** days prior to the beginning of the initial semester of enrollment, to allow time to provide adequate coordination of reasonable accommodations. Please allow the Accessibility Services Program **fifteen (15)** University working days to process your application.
2. Meet with the Director of Accessibility Services Program regarding requests for accommodations. Students are strongly encouraged to make this contact within the first two weeks of the semester to ensure that accommodations can be made in a timely manner.
3. Communicate with your instructor(s) during the first week of the semester to clarify any individualized accommodation needs or questions pertaining to the classroom environment or course requirements.
 - *Pick up copies of Letters of Accommodation at the beginning of each semester.*
 - *Present the professor with the Letter of Accommodation from the Accessibility Services Program.*
 - *Student & faculty should both sign and retain a copy of the Accessibility Services Program Faculty/Student Letter of Accommodation Exchange form.*
 - *Take the time to discuss your disability and the implementation of the previously mentioned accommodations. This may be an appropriate time to discuss other extenuating circumstances (such as side effects from prescribed medications, the use of assistive devices or services, specifics of testing accommodations, etc.) with instructors.*

Your signature at the bottom of this page indicates that you have read and agreed to the conditions outlined in this Application for Clark Atlanta University Accessibility Services Program Eligibility

Student's Signature _____ Date _____