



## **Student Services Handbook on Services for Students with Disabilities**

### **TABLE OF CONTENTS**

Student Disability Accommodation Policy And Procedures	.....	1
Process to Request Services	.....	5
Guidelines for Documentation		
AD/HD	.....	7
Learning Disabilities	.....	10
Psychological Disabilities	.....	16
Grievance Procedures	.....	18
General Information for Instructors	.....	19
Forms		
New Intake/Request for Accommodation	.....	22
Returning Student Request for Accommodation	.....	25
Academic Accommodation Plan	.....	27
Notification Letter	.....	28
Duties of the Student Accommodation Liaison	.....	29

## **STUDENT DISABILITY ACCOMMODATION POLICY AND PROCEDURES**

Within the guidelines set forth in this policy, Assemblies of God Theological Seminary (AGTS) is committed to providing an accessible and supportive environment for students with disabilities. Equal access for qualified students with disabilities is an obligation of the Seminary under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. AGTS does not discriminate on the basis of disability against otherwise-qualified individuals in any program, service or activity offered by the Seminary. The Seminary is committed to insuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services; however, accommodations cannot result in an undue burden to the Seminary or fundamentally alter the requirements essential to a program of instruction.

### **I. Notifying Disability Services of a Request for Accommodation**

Students requesting academic accommodations for a disability are responsible for notifying the Seminary of their disability and their request for accommodations upon application or admission to AGTS, but *no later than 30 days prior to the start of the school year*. To initiate a request for academic accommodations, students must contact Amy Turnage, Office of Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: [cneuman@agts.edu](mailto:cneuman@agts.edu). The student should notify the aforementioned offices as soon as the need for the academic accommodation becomes evident. In order to receive accommodations, students must provide disability documentation that meets Seminary guidelines. Accommodations will not be provided for undocumented disabilities, except that accommodations may be provided on a provisional basis pending receipt of documentation for disabilities that are readily apparent. Only persons interested in disability-related accommodations or services need provide disability information. Accommodations must have a legitimate educational purpose, and cannot be based simply on applicants' preferences. Students must initiate a request for every semester in which accommodations are sought. If eligibility for services and the request for academic accommodations are approved, Student Services will provide the student a letter to be shared with instructors outlining the approved recommended accommodations.

### **II. Appeal Processes**

If the student's eligibility for services and/or request for academic accommodations is denied, Student Services will provide to the student written notification of denial, including the basis for denial as well as information on the appeal process. Student appeals related to eligibility for services or the request for academic accommodations shall be directed to Dr. Jay Taylor, Director of Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081. The student must be able

## Services for Students with Disabilities

to establish that he or she appropriately requested, in a timely manner, the desired accommodation.

A faculty member who believes that accommodations recommended by Student Services can be shown to alter or compromise fundamental course or program goals has the right to appeal the provision of those accommodations; however, recommended accommodations should be provided until the appeal is resolved. A faculty member should first address his/her concerns through discussions with Student Services and may initiate a formal appeal of a recommended academic accommodation by submitting a written statement to the Academic Dean's office, clearly documenting the fundamental academic goals and demonstrating that the recommended accommodation necessarily compromises those goals.

### III. Rights and Responsibilities

The following information outlines the rights and responsibilities of the Assemblies of God Theological Seminary in its relationship with students with disabilities and the rights and responsibilities of students with disabilities while enrolled at the Seminary.

#### **Rights and Responsibilities of the Seminary and Its Faculty:**

AGTS recognizes that its basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality academic programs while insuring the rights of students with disabilities. AGTS also recognizes that shared governance and cooperation between faculty and campus administration is necessary to insure that reasonable and timely accommodations exist for students with disabilities. To meet these obligations, the Seminary:

- a. Has the right to require students who desire academic accommodations for disability to provide documentation of disability to Student Services.
- b. Has the right to establish guidelines for what constitutes appropriate documentation of disability. Disability documentation will be maintained in confidential files.
- c. Has the right to refuse a request for academic accommodation that is not supported by documentation that meets Seminary guidelines.
- d. Has the responsibility to inform applicants and students about the availability and the range of academic accommodations. The *Faculty Handbook* requires all faculty members to include a disability policy statement in all course syllabi. The Seminary recommends the following language for syllabi:

#### Students with Disabilities:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Amy Turnage, Office of Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: [cneuman@agts.edu](mailto:cneuman@agts.edu). Students are required to provide documentation of disability to Student Services prior to receiving accommodations.”

## Services for Students with Disabilities

- e. Has the responsibility to locate and provide auxiliary aids, as defined by law, without cost to an applicant entitled to such aid; however, devices or services of a personal nature, such as attendants, individually prescribed devices, or readers for personal use or study, will not be provided.
- f. Has the responsibility to evaluate applicants based solely on their abilities. If an evaluation method or the criteria have a disproportionately adverse effect on an applicant with a disability, the Seminary will seek reasonable alternatives.
- g. Has the right to identify and establish the means by which the student's abilities are evaluated for academic accommodation, and to evaluate applicants on this basis.
- h. Has the responsibility to insure that all of the programs (not necessarily all physical facilities) are accessible.
- i. Has the responsibility to make reasonable adjustments in the delivery, instructional method and evaluation system for a course when these have a disproportionately adverse impact on a disability.
- j. Has the responsibility to make adjustments (or substitutions) to any requirement/course that has a disproportionately adverse impact on a disability and is not fundamental to the student's academic program.
- k. Has the right to identify the abilities, skills, and knowledge that are fundamental to academic programs/courses and to establish standards that are defined in meaningful ways that relate to the goals of the course. Fundamental program/course goals and course standards are not subject to accommodation; however, methods of delivery and evaluation may be subject to accommodation. Accommodations will be determined following discussion between the student, the faculty member, and either Student Services. Faculty members have the right to appeal the provision of recommended accommodations that can be shown to alter or compromise fundamental course or program goals.
- l. Has the right to select among equally effective methods of accommodating a student with a disability.
- m. Has the right to deny an accommodation based on undue hardship or burden to the Seminary and its faculty.

### **Rights and Responsibilities of Students with Disabilities:**

A student with a disability has a right to an equal opportunity to participate in and benefit from programs offered at AGTS. To insure this right, an AGTS student with a disability:

- a. Has a responsibility to notify the Seminary of the need for accommodation in a timely fashion. The student must provide documentation of the disability from an appropriate professional. Documentation must meet established Seminary guidelines.
- b. Has a responsibility to demonstrate or document how the disability affects a particular delivery system, instructional method, or evaluation criterion when requesting accommodation.
- c. Has a responsibility to actively participate in the search for accommodations and auxiliary aids. This responsibility extends to working with the institution to seek financial assistance from governmental agencies and private sources.

## Services for Students with Disabilities

- d. Has the same obligation as any student to meet and maintain the institution's fundamental academic and technical standards.
- e. Has a right to be evaluated based on ability, not disability. If the disability disproportionately affects the outcome of an evaluation method, the student is entitled to an evaluation by alternative means.
- f. Is entitled to an equal opportunity to learn. If the location, delivery system, or instructional methodology limits access, participation, or ability to benefit, the student has a right to reasonable alterations in those aspects of the course (or program) to accommodate the disability.
- g. Is entitled to an equal opportunity to participate in and benefit from the academic community. This includes access to services, extracurricular activities, housing, and transportation at a comparable level as that provided to any student.
- h. Has a right to appeal the institution's decisions concerning accommodations internally by filing a grievance with the Academic Dean, or externally by filing a complaint with the regional Office of Civil Rights or through the Civil Court System. Students have a responsibility to file a grievance in a timely manner.

### **IV. Confidentiality and Maintenance of Records**

The office of Student Services will be the custodian for all students' records obtained for the purpose of documenting disability and providing accommodation. This information will be kept confidential and will not be shared except where disclosure is required by law or necessary to facilitate legitimate Seminary processes, including granting appropriate accommodations, addressing direct threats or investigating claims or charges.

## PROCESS TO REQUEST SERVICES

1. Disabled students who require accommodations must seek assistance at the Office of Student Services in a timely manner, usually **upon admission** or as soon as a disability becomes known.
2. Students must complete an intake form and request accommodations in writing. Disabled students must provide documentation of their disability and how it impacts their participation in courses, programs, services, jobs, activities, and facilities of the Seminary.
3. Documentation must include a copy of the Academic Accommodation Plan from the student's undergraduate program. If the student did not have a formal plan, the student must provide the name and contact information of the person who coordinated his or her accommodations in the undergraduate program, and a list of services provided.
4. The Academic Accommodations Liaison and the disabled student will discuss the interaction between the disability and the academic environment and determine possible reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur as needed.
5. After a review of all documentation, the Liaison will make a determination of the accommodations to be provided and present this verbally and in writing to the student within 14 days of receiving all documentation. These accommodations will form the student's formal Academic Accommodation Plan.
6. The Office of Student Services will ensure that disability-related documents are kept confidential and shared with Seminary personnel on a limited and need-to-know basis only.
7. The Academic Accommodation Liaison will write a letter to the student's professors for that semester certifying that the student has a disability and stating the determined reasonable accommodations. The provision of accommodations is often shared among faculty, the student, and Student Services; the letter details the provision of the recommended accommodations, including who is responsible for the provision of the accommodations; when the accommodations will be provided; and how they will be provided. The letter also invites faculty to contact Student Services if there are concerns or questions about the accommodations. Instructors are expected to assist with the provision of accommodations when reasonable and necessary. Instructors are not expected to compromise or fundamentally alter essential elements of their course or evaluation standards. (More information is available at: [Student and Institutional Rights and Responsibilities](#))

## Services for Students with Disabilities

8. The student with a disability will be responsible for meeting with and delivering the letters to each of those professors. If faculty are unavailable (e.g., on sabbaticals or summer leaves), the student will consult the appropriate department chair. If neither faculty nor the department chair are available, the student should immediately request assistance from the Academic Accommodation Liaison.
9. Disabled students are responsible for contacting Student Services if reasonable accommodations are not implemented in an effective or timely way.
10. Student Services will work with Seminary personnel and disabled students to resolve disagreements regarding recommended accommodations. Grievance procedures are available online and from the office of Student Services.
11. Students must request accommodations each semester. Since the documentation will already be on file, this process is generally a matter of verifying the need for the approved accommodations is still relevant and appropriate. New letters will be written and the student will need to meet personally with their professors for the coming semester.
12. If the student's eligibility for services and/or request for academic accommodations is denied, Student Services will provide to the student written notification of denial, including the basis for denial as well as information on the appeal process. Student appeals related to eligibility for services or the request for academic accommodations shall be directed to Dr. Bryon Klaus, President, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1000.

## **Guidelines for Documentation of Attention Deficit/Hyperactivity Disorder**

Documentation of Attention Deficit/Hyperactivity Disorder (AD/HD) must be provided by a clinician trained in the assessment of AD/HD and experienced in assessing the needs of adult learners, e.g., a licensed psychologist or psychiatrist. Documentation must be based on an evaluation conducted within three years of the student's application for assistance in order to determine the current impact of this condition and appropriate accommodations. It should be typed on official letterhead, and include the professional credentials, address and phone/fax numbers of the evaluator. The evaluation should provide the following information:

### 1. Diagnostic verification of AD/HD using DSM-IV criteria

- Statement of diagnosis and description of current symptoms which meet the criteria for the DSM-IV diagnosis. The clinician must identify at least six major behaviors from the DSM-IV criteria. In addition to those set forth by the DSM-IV, the following symptoms qualify as major behaviors for students over the age of 18 years:
  - Trouble directing and sustaining attention in conversations, lectures, reading instructions, driving
  - Difficulty persisting with and completing projects
  - Easily overwhelmed by tasks of daily living, such as managing money, paying bills
  - Trouble maintaining an organized living/working place
  - Inconsistent work performance
  - Lacks attention to detail
  - Makes decisions impulsively and doesn't anticipate consequences
  - Impulsivity reflected in frequent moves, job changes, quitting of jobs
  - Difficulty delaying gratification; seeks out stimulation
  - Restless, fidgety
  - Makes statements or comments without considering their impact
  - Impatient, easily frustrated
  - Multiple traffic violations such as speeding or running stop signs

These characteristics must not be due solely to some other diagnostic condition, such as (but not limited to) Impulse Control Disorder, Antisocial Personality Disorder or Substance Abuse Disorder.

- Evidence of early impairment with onset by the age of seven. Because AD/HD is, by definition, a developmental disorder with onset in childhood that manifests itself in more than one setting and that maintains a chronic rather than episodic course, the report must present historical information regarding behavioral patterns and academic performance. If onset of symptoms cannot be documented before 7 years of age, the evaluation should include an explanation for the emergence of diagnostic criteria at this point in the student's history. For



## Services for Students with Disabilities

any NOS diagnosis, the clinician is requested to supply additional explanation and/or evidence. (Suggested data sources: clinical interview, past psychological reports, family/parent/spouse report)

2. Supportive Documentation of Diagnostic Criteria by teacher, parent or another adult
  - Diagnostic assessment must consist of more than a self-report of symptoms.

Observations need to have been drawn either from two independent adults. (Suggested data sources: signed written permission to talk with other adult by phone or in person to identify at least six behaviors from the DSM-IV items)

OR

Documentation of AD/HD behaviors on two rating scales. (Suggested data sources: Connors, TOVA, Brown, Amen, Barkley, or Hawthorne rated by teacher/parent)

- Differential diagnosis: Diagnostic assessment must examine the possibility of alternative explanations of symptoms, including medical, psychiatric, educational, and/or cultural factors that affect the individual and may result in behaviors that mimic AD/HD. The possibility of co-existing diagnoses must also be explored. Rule out head injuries, general medical conditions, or substance abuse.
3. Level of current impairment and specific detrimental effects on learning caused by the AD/HD
    - Include information regarding the severity of the symptoms. The report must establish that the symptoms of AD/HD cause significant impairment in this individual, substantially limiting a major life activity. Judgments of severity should be based on comparison to the general population and not to a person's educational group or to a particular set of expectations. (Suggested data source: clinical interview)
    - How does this student's disability impair his/her ability to learn? Description of the impact, if any, of the diagnosed AD/HD on the individual in the major life activity of learning. Elaborate on how it has interfered with educational achievement. While a comprehensive test battery is recommended, this office will accept brief measures of intelligence and academic achievement, such as the Kaufman Brief Intelligence Tests (KBIT) or the Wide Range Achievement Test, 3<sup>rd</sup> Edition (WRAT-3), as part of the diagnostic evaluation.
  4. List appropriate recommendations, modifications and/or accommodations, e.g., in exam administration, classroom or study activities, or course requirements. There should be a clear rationale provided for why each accommodation is needed to equalize the student's educational opportunities at SMU on the basis of the impact of the disability on this person.

## Services for Students with Disabilities

5. Medication: History and current recommendations regarding medication. Elaborate on the effects of the medication on this student, e.g., how affects functioning in morning or afternoon; duration of effect.

All documentation submitted to the Office of Student Services is considered confidential. Documentation should be sent to the following address:

Office of Student Services  
1435 N. Glenstone Ave  
Springfield, MO 65802

Documentation may be faxed to (417) 268-1001

## **Guidelines for Documentation of a Learning Disability**

Developed by the [Association on Higher Education and Disability \(AHEAD\)](#) July 1997

### **Introduction**

The primary intent of these guidelines is to provide students, professional diagnosticians and service providers with a common understanding and knowledge base of those components of documentation that are necessary to validate a learning disability and the need for accommodation. The information and documentation that establishes a learning disability should be comprehensive in order to make it possible for a student to be served in a postsecondary setting.

The document presents guidelines in four important areas: 1) qualifications of the evaluator, 2) appropriate clinical documentation to substantiate the learning disability, 3) date of evaluation/documentation, and 4) evidence to establish a rationale supporting the need for accommodations.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the documentation should indicate that the disability substantially limits some major life activity. The following guidelines are provided in the interest of assuring that LD documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

## **DOCUMENTATION GUIDELINES**

### **I. Qualifications of the Evaluator**

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone

whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

### **II. Documentation**

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.

Flexibility in accepting documentation is important, especially in settings with significant numbers of non-traditional students. In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing services and accommodations.

### **III. Substantiation of the Learning Disability**

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education program (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

#### **A. Diagnostic Interview**

An evaluation report should include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary and postsecondary education should be investigated. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

### B. Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest.

Evidence of a substantial limitation to learning or other major life activity must be provided. Minimally, the domains to be addressed must include the following:

#### 1. Aptitude

A complete intellectual assessment with all subtests and standard scores reported. The following instruments are recommended and use of other instruments should be justified by the diagnostician:

- Wechsler Adult Intelligence Scale - Third edition (WAIS)
  - In addition to all required subtests, the Letter-Number Sequencing and Symbol Search subtests are strongly recommended
- Wechsler Intelligence Scale for Children - Third edition (WISC)
- Stanford-Binet Intelligence Scale - Fourth edition

#### 2. Academic Achievement

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. While a combination of assessments may be utilized, the following instruments are recommended and use of other instruments should be justified by the diagnostician:

- Woodcock-Johnson Psychoeducational Battery III - Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Nelson-Denny Reading Test

#### 3. Information Processing

Specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing

## Services for Students with Disabilities

neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration. While a combination of assessments may be utilized the following instrument is recommended and use of other instruments should be justified by the diagnostician:

- Woodcock-Johnson Psychoeducational Battery III - Tests of Cognitive Ability
  - In addition to the required standard battery (subtests 1 - 10), the following subtests are strongly recommended:
    - Subtest 12 - Retrieval Fluency
    - Subtest 13 - Picture Recognition
    - Subtest 14 - Auditory Attention
    - Subtest 16 - Decision Speed
    - Subtest 17 - Memory for Words

### C. Specific Diagnosis

Individual "learning styles," "learning differences," "academic problems" and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attention or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as "suggests" or "is indicative of."

If the data indicate that a learning disability is not present, the evaluator should state that conclusion in the report.

### D. Test Scores

Standard scores and/or percentiles should be provided for all normed measures. Grade equivalents are not useful unless standard scores and/or percentiles are also included. The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used should be reliable, valid and standardized for use with an adolescent/adult population. The test findings should document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

## E. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary should include:

1. Demonstration of the evaluator's having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems and cultural/language differences;
2. Indication of how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. 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 accommodations are being requested; and
4. Indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary should also include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

## IV. Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation does not, in and of itself, warrant the provision of a similar accommodation.

The diagnostic report should include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators should describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator should support recommendations with specific test results or clinical observations.

If accommodations are not clearly identified in a diagnostic report, the disability service provider should seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with the institution.

## Services for Students with Disabilities

In instances where a request for accommodations is denied in a postsecondary institution, a written grievance or appeal procedure should be in place.

### **V. Confidentiality**

The receiving institution has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

All documentation submitted to the Office of Student Services is considered confidential. Documentation should be sent to the following address:

Office of Student Services  
1435 N. Glenstone Ave  
Springfield, MO 65802

Documentation may be faxed to (417) 268-1001



## **Guidelines for Documenting a Psychological Disability**

Students seeking support services from the Office of Student Services on the basis of a previously diagnosed psychiatric disability must submit documentation that verifies their eligibility under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). The documentation must describe a disabling condition, which is defined by the presence of significant limitations in one or more major life activities. Merely submitting evidence of a diagnosis is not sufficient to warrant academic accommodations.

Similarly, nonspecific diagnoses, such as "adjustment problems," "emotional difficulties," "mood disturbance," and/or "test difficulty/anxiety" in and of themselves do not constitute a disability.

The guidelines below are intended to allow Student Services to determine eligibility for services and appropriate accommodations. A comprehensive report of any testing conducted (including test scores, if relevant) should be included with the verification form. A list of selected test instruments is provided.

1. A formal assessment of your current psychiatric and health status, and a formal diagnosis of a disabling condition must be provided by a licensed treatment provider (e.g., psychiatrist, licensed clinical psychologist, licensed social worker).
2. The assessment must be current. Accommodations are based on an assessment of the current nature and impact of your disability. Because psychiatric conditions may change over time, current evaluations are critical for providing reasonable accommodations. In general, this means that evaluations must have been completed within the last twelve (12) months prior to accommodation requests. In addition, depending on the nature of the disability, evaluations may need to be updated on a semester-by-semester or yearly basis.
3. The evaluation must be comprehensive. Evidence of significant limitations in the educational setting (e.g., on learning or social functioning) must be provided. Minimally, the evaluator must include:
  - A diagnostic interview, which includes relevant background in support of that diagnosis. A DSM-IV code must be provided.
  - The dates of evaluation and/or treatment, in order to establish a history of the condition and recency of evaluation. The evaluation should include treatments (e.g., medication, therapy) currently in use and provide a description of the expected progression of the disability over time (i.e., permanent/chronic vs. short-term/temporary).
  - If pertinent with respect to learning issues, the results of a complete neuropsychological or psychoeducational evaluation should be provided. These findings must demonstrate that your functional limitations are due to the diagnosed disability(ies). All documentation should indicate how these limitations might affect the individual in the university setting.

## Services for Students with Disabilities

- The diagnostic report, which must include the names and titles, and license number of the evaluator. A verification form is attached to these guidelines to assist in this process.

All documentation submitted to the Office of Student Services is considered confidential. Documentation should be sent to the following address:

Office of Student Services  
1435 N. Glenstone Ave  
Springfield, MO 65802

Documentation may be faxed to (417) 268-1001

## **GRIEVANCE PROCEDURES**

### **Denial of Eligibility or Accommodation**

If the student's eligibility for services and/or request for academic accommodations is denied, Student Services will provide to the student written notification of denial, including the basis for denial as well as information on the appeal process. Student appeals related to eligibility for services or the request for academic accommodations shall be directed to Dr. Byron Klaus, President, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1000. The student must be able to establish that he or she appropriately requested, in a timely manner, the desired accommodation.

### **Accommodation-Related Grievance**

Difficulties with accommodations may simply be due to misunderstandings or miscommunication between parties. If a student has difficulty with a faculty member in obtaining the approved accommodations, he or she should first try to clarify his or her needs during an individual appointment with the professor. If the student is not comfortable with this approach or the difficulty is still not resolved, he or she should contact Student Services immediately.

The student should provide the Accommodation Liaison a dated description of the grievance in writing. The Liaison will respond to the student in writing within 7 days of receipt of the written grievance. The description of the grievance must include:

- The date(s) of the offense
- A statement defining the grievance
- A list of possible witnesses of the aggrieved action
- The date the grievance was submitted to the Accommodation Liaison

If the student is not satisfied with this immediate resolution, the student may request an appointment with and meet with the Dr. Jay Taylor, Director of Student Services. The Director of Student Services will conduct an investigation and respond to the student in writing within 14 days to resolve the grievance.

If the student is not satisfied with the Director's resolution, he or she may appeal this decision to Dr. Bryon Klaus, President. A written request for a meeting along with the grievance(s) being appealed should be directed to his office at: Assemblies of God Theological Seminary, 1435 N. Glenstone Ave, Springfield, MO, 65802. The President's decision is final and will be rendered in writing within 7 days after receipt of the grievance.

## General Information for Instructors

*[Included in the Faculty Handbook]*

The Assemblies of God Theological Seminary is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Office of Student Services is the office designated by the Seminary to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations, in accordance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990. Student Services staff is available to assist you in implementing any mandated accommodations. If you have any questions regarding disability and access please contact us.

### **Disability Documentation:**

All students who receive reasonable accommodations from Student Services have provided extensive documentation of a disability. This documentation is evaluated and discussed with the student to determine reasonable accommodations that may be necessary for the student to fully benefit from the higher education experience. In determining reasonable accommodation for each class, the relationship between the disability and the specific course requirements is evaluated.

### **Academic Accommodation:**

Student Services and the student will jointly develop a formal Academic Accommodation Plan that will formally outline the accommodations to be provided during a given semester.

Students with disabilities are expected to meet the same academic standards and expectations as their peers without disabilities. Accommodations are designed to maintain the essential components of the course and not dilute curriculum, while allowing the student to participate and benefit fully from the learning process.

Examples of accommodation that may be available to the student include

- Accessible curriculum and Website design
- Sign Language interpreting
- Braille, large print and electronic text production
- Accessible transportation for field trips
- Library accommodations
- Assistive technology
- Exam modifications

## Services for Students with Disabilities

While it is not unlawful, the Seminary **strongly advises against** faculty members informally accommodating students without involving Student Services. Please notify us if you feel a student would benefit from a particular accommodation.

### **Letter of Notification:**

Student Services will write Accommodation Notification Letters that identify students who are affiliated with the office and outline specific accommodations. Students are required to deliver and discuss Accommodation letters with faculty before accommodations will be implemented. Instructors are not obligated to provide accommodations until such time they are notified by official hand delivered letters to do so.

When the student presents this letter, faculty is encouraged to speak with him or her directly about individual academic needs. The student is the expert on his or her disability and can provide suggestions, based on experience in other classroom situations, which will enhance the classroom experience.

Also, accommodations are not retroactive. In other words, faculty are not obligated to accommodate prior exams, assignments, or any course related activity before an Accommodation letter is delivered and discussed.

Please note that the accommodations approved by Student Services and outlined on the student's Accommodation Plan are required services. If you have concerns regarding these mandated accommodations, you are encouraged to contact our office to discuss changes or implementation strategies.

### **Concerns or Appeals:**

If an instructor has concerns or questions about an accommodation that Student Services has determined to be appropriate for a particular student, the instructor should promptly contact the Accommodation Liaison. If, after an adequately thorough and good-faith discussion with the Liaison, the instructor disagrees with the accommodation, the instructor may initiate a formal appeal of a recommended academic accommodation by submitting a written statement to the Dean's office, clearly documenting the fundamental academic goals and demonstrating that the recommended accommodation necessarily compromises those goals.

The instructor must provide the accommodation until it is either set aside or modified.

## **Recommended Syllabus Statement**

To ensure that students with disabilities know about the availability of services, faculty is encouraged to make an announcement at the beginning of each semester inviting students with disabilities to schedule an appointment to discuss any accommodations they may need in class. Adding a statement to the course syllabus is an additional way

## Services for Students with Disabilities

of showing interest in working with students. The University recommends the following language for syllabi:

### Students with Disabilities:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Amy Turnage, Office of Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email: [cneuman@agts.edu](mailto:cneuman@agts.edu). Students are required to provide documentation of disability to Student Services prior to receiving accommodations.”

## **General Guidelines for Designing Accessible Classes**

The following suggestions are appropriate instructional strategies for all students and many are typically utilized in your classes. These strategies are especially effective in assuring access for students with disabilities:

- Provide students with a detailed course syllabus that clearly addresses expectations at the beginning of the semester.
- Announce reading assignments well in advance; students may need time to receive their reading materials in alternative formats or to complete reading assignments.
- Start each class period with an outline of material to be covered that day and briefly summarize key points at the end of the lecture.
- Speak directly to students, using gestures and natural expressions to enhance understanding.
- Present new vocabulary and give course assignments in a variety of ways: in lecture, through examples, on the blackboard, on handouts, at Websites, etc.
- Create a course Website and use it to post daily notes of the lecture and assignments.
- Allow students to tape record your lectures.
- Provide opportunities for questions and answers and schedule review sessions.
- Discuss the format of your tests with the class and, if possible, provide a sample test or copies of exams you have used previously.
- Provide copies of overheads and/or PowerPoint slides



**New Referral Intake &  
Request for Academic Accommodation**

Today's Date: \_\_\_\_\_

Services requested for: \_\_\_\_\_ Semester \_\_\_\_\_ Year

Original Admission date: \_\_\_\_\_ Semester \_\_\_\_\_ Year

Program/Degree: \_\_\_\_\_

**BIOGRAPHICAL INFORMATION**

Name: \_\_\_\_\_  
                                First                                Middle                                Last

SSN or ID #: \_\_\_\_\_

Address: \_\_\_\_\_  
                                Street  Apt. #

City  State  Zip

(\_\_\_\_\_) \_\_\_\_\_                                  (\_\_\_\_\_) \_\_\_\_\_  
Phone    Alternate Phone

Email: \_\_\_\_\_

**DISABILITY INFORMATION**

**Medical Definition:**

**Date Of Onset/Diagnosis:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

## Services for Students with Disabilities

You must provide professional documentation of your disability in order to qualify for academic accommodations. Accommodations can only be provided after these conditions are met. **Documentation guidelines** may be obtained from the office of Student Services.

To help us if we need to work with appropriate agencies or advise you about financial procedures, please indicate if you are receiving assistance from:

- ( ) Department of Rehabilitation Services
- ( ) Veterans Administration - What state? \_\_\_\_\_
- ( ) Other

Name of Counselor/Agency \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

### ACCOMMODATIONS

You must provide AGTS a copy of the Academic Accommodation Plan you're your undergraduate program. If you did not have a formal plan, please must provide the name and contact information of the person who coordinated your accommodations in the undergraduate program, and a list of services provided.

Previous Accommodation Plan provided? \_\_\_\_\_ YES      \_\_\_\_\_ NO

If no, please list the Academic accommodations received in your undergraduate program:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

What assistive technology/mobility devices do you have for personal use?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_



Services for Students with Disabilities

Please list any reasonable accommodations that you would like to request.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

Please note any additional information that may assist the Student Services with providing you with reasonable accommodations.

---

---

---

---

**CONFIDENTIALITY**

Any information shared will be kept **confidential** and will not be shared except where disclosure is required by law or is necessary to facilitate legitimate Seminary processes, including granting appropriate accommodation, addressing direct threats or investigating claims or charges.

---

Signature of Student or Designated Representative

Please return this form to:

AGTS  
Office of Student Services  
1435 N. Glenstone Ave  
Springfield, MO 65802  
Fax: 417-268-1001



## Services for Students with Disabilities

You must provide professional **documentation** of any changes in order to qualify for academic accommodations. Accommodations can only be provided after these conditions are met.

### ACCOMMODATIONS

1. Please list accommodations you are requesting for this semester. Check if this is a new or existing accommodation.

New    Exist

(   ) (   ) \_\_\_\_\_

(   ) (   ) \_\_\_\_\_

(   ) (   ) \_\_\_\_\_

(   ) (   ) \_\_\_\_\_

2. Please note any additional information that may assist the Student Services with providing you with reasonable accommodations.

---

---

---

---

3. Please update any changes regarding outside agencies from which you are receiving assistance:

New Agency \_\_\_\_\_

Name of Counselor \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
Signature of Student or Designated Representative

**Please return this form to:** AGTS, Office of Student Services, 1435 N. Glenstone Ave  
Springfield, MO, 65802, Fax: 417-268-1001



## ACADEMIC ACCOMMODATION PLAN

### CONFIDENTIAL

**Student:** Mary Sue

**Student ID#:** 00111

**Date:** 1/1/05

**Enrollment Date:** Sp 05

Based on a thorough review of the documentation provided us, the office of Student Services has determined that this student will require the following academic accommodations during the \_\_\_\_\_ semester:

Academic Adjustments –



Auxiliary Aid and Services –



Accommodations approved by \_\_\_\_\_  
Academic Accommodations Liaison

### STUDENT:

Your signature indicates your acknowledgment and acceptance of these academic accommodations. Further, you understand that you have the following responsibilities:

- To meet with each of my professors to discuss specific accommodations issues with them
- To immediately report to Student Services any difficulties with implementation of the accommodations requested
- 

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## ACADEMIC ACCOMMODATION NOTIFICATION

TO: Professors X, Y, Z  
FROM: Cristy Neuman, Academic Accommodation Liaison, Office of Student Services  
DATE: 1/1/05  
RE: Student name

This student is enrolled with you this semester and requires specific academic adjustments. Academic adjustments and accommodations are rights ensured under the American with Disabilities Act and Section 504 of the Rehabilitation Act. Your cooperation and assistance is essential to ensure the student's equal access to learning while at AGTS.

Based on a thorough review of the documentation provided us, the following accommodations are requested for the semester of \_\_\_\_\_:

Academic Adjustments –



Auxiliary Aid and Services –



Accommodations approved by \_\_\_\_\_  
Academic Accommodations Liaison

Department Chair \_\_\_\_\_

If you have any questions or concerns, or wish to discuss modification of this plan, please contact Student Services at 268-1081.

## **Duties and Responsibilities of the Academic Accommodation Liaison:**

The Academic Accommodation Liaison is responsible for determining the nature of accommodations in instruction and testing that will be required for a student. In doing so, they are expected to perform the following functions:

1. Meet with the student to discuss his or her request for accommodation.
2. Provide student with copies of or web access to all documentation guidelines and grievance procedures.
3. After student's completion of the Intake Form/Request for Accommodation, review documentation and ensure it meets with the written guidelines and expectations of the Seminary.
4. Consult with student's instructors, when necessary to determine the most appropriate accommodations.
5. Advise the Director of Student Services when they anticipate a difficult determination of appropriate accommodations or experience difficulty coming to agreement with the instructor.
6. Prepare a written Accommodation Plan for the student
7. Meet with the student to discuss and explain the approved accommodations and obtain his or her approval/acceptance of the Accommodation Plan.
8. Write a letter to all faculty from whom the student will be taking classes that semester. Review this letter with the student's Academic Advisor and obtain his or her signature on the letter.
9. Give copies of this letter to the student who will be responsible for delivering the letter to and meeting with each professor individually.
10. Meet with the student upon their request to discuss any concerns or changes to the Accommodation Plan.
11. Contact each of the student's professors at least once during the semester to ensure there are no problems or concerns with implementing the accommodation requests. Meet with faculty at their request throughout the semester to discuss any concerns or changes.
12. Notify the Director of Student Services of any concerns noted or changes requested by either the student or faculty.

## Services for Students with Disabilities

13. Ensure the confidentiality of all students' records who have registered for accommodations with the Office of Student Services, including storing records in a secure location and overseeing the sharing of those records with any other department or person not on staff with Student Services.