

ITC OFFICE OF
STUDENT SERVICES

THE INTERDENOMINATIONAL THEOLOGICAL CENTER
ADA REQUEST FOR ACCOMODATIONS POLICY



2013 EDITION

CONTACTS

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Residence Life and Community Life and Relational Health Counselor
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JAMES H. COSTEN LIFELONG EDUCATION CENTER

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Dining Hall 404-524-1010
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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

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SECURITY OFFICE

Martin L. King Gatehouse 404-688-5068

EMERGENCY ONLY DIRECT LINE 678-232-3295

NOTATION(S):

An automatic teller machine is located in the Costen Center.

THE CONTENTS OF THIS HANDBOOK ARE GOVERNED BY THE CHARTER AND BYLAWS OF THE ITC. Please consult with the Office of Student Services as policies are updated and procedures are enhanced.

MISSION STATEMENT

The Interdenominational Theological Center (ITC) is a consortium of denominational seminaries whose mission is to educate Christian leaders for ministry and service in the Church and the global community, for the common good. ITC educates and nurtures women and men who commit to and practice a liberating and transforming spirituality; academic discipline; religious, gender, and cultural diversity; justice and peace.

INTERDENOMINATIONAL THEOLOGICAL CENTER

“50 Years and Counting”

Strategic Goals – 2004 to 2014

- Strategic Goal 1: Enhance the academic life of the ITC by building upon existing faculty strengths and increasing institutional resources in each degree program, joint degree program, continuing/distance education program, and the library to advance and improve academic excellence and productivity.
- Strategic Goal 2: Foster a collaborative and intellectually stimulating community that promotes an ethos of academic freedom, mutual respect and integrity, high expectations of academic, spiritual, and professional achievement and work productivity for its students, faculty, administrators and staff and provides community rituals and programs in order to engender loyalty, commitment and a sense of community.
- Strategic Goal 3: Reorganize and strengthen Information Technology, to ensure excellent support of both the academic and administrative functions of the Center and the deployment of new and innovative teaching and research technologies as they become available.
- Strategic Goal 4: Enhance student life at the ITC by building upon existing student services and institutional resources to increase the quality and delivery of services to students.
- Strategic Goal 5: Improve recruitment, retention and graduation of an ecumenically diverse student body that is prepared academically and spiritually to provide leadership for the Church and the Global Community.
- Strategic Goal 6: Enhance fiscal stability of the Center by diversifying revenue resources to increase contributions from both the public and private sectors of the economy.
- Strategic Goal 7: Enhance the ability and accountability of all divisions and levels of the Center to provide excellent service, sufficient resources, efficient operations, and a humane atmosphere to all students, faculty, administrators and staff.
- Strategic Goal 8: Strengthen integration of institutional planning, communications, and operations.
- Strategic Goal 9: Become the living embodiment, spiritually and physically, of *TheoEcology* for the world, healing humanity’s prime estrangement, our divorce from nature. Transform The ITC and the world it serves, informed by *TheoEcology* and guided by a vision of Eden.

INSTITUTIONAL GOALS:

The institutional goals of the Interdenominational Theological Center are:

1. To educate men and women for leadership in Christ's Church and the world.
2. To demonstrate academic excellence in teaching and research.
3. To recognize the role of denominations as the foundation for ecumenism, and to understand this principle as a viable and sustaining cornerstone of the ITC mission.
4. To attract and retain qualified students capable of fulfilling the mission of the institution by:
 - (a) fostering respect for and openness to diversity;
 - (b) promoting integrity and competence in Christian leadership;
 - (c) encouraging justice, reconciliation, and peace in the church and the public arena;
 - (d) promoting gender equity and liberation of the world's oppressed populations; and
 - (e) promoting an ecumenical environment for Christian spiritual formation.
5. To attract, develop, and retain competent faculty, staff and administrators.
6. To ensure that the learning, working, and living environment is healthy, safe, and secure through strong administrative practices.
7. To encourage scholarly research and publications related to Africa and the Diasporal African religious experience, the African-American Church, and the Church universal.
8. To develop and sustain partnerships that enhance the education of students, provide opportunities for community service, and foster inter-religious dialogue.
9. To provide a critique, informed by the perspectives of African-American and other global interpretations of Western, male-dominated theological education.
10. To maintain fiscal stability and to strengthen the financial vitality of the Center.

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 to the Board Room, 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 ourselves and each other accountable to adhering to the statements made in this covenant.

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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, 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. Collaborate with the Office of Human Resources in the preparation of 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 Human Resources of accredited accommodations. Collect all completed Request for Individualized Testing Accommodation (RITA) forms from students where applicable.
4. Schedule student tests, quizzes, and exams according to the submitted RITA forms on a "first-come, first-served" basis and as resources permit.
5. Organize and facilitate pickup and delivery of tests and exams based upon written instructions from instructors on RITA forms.
6. Request changes in prescheduled testing and/or non-scheduled testing for students only when lack of resources necessitate.

Note: Human Resources and OSS are 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 or denial of the provision of accommodations.

General Guidelines for Student Securing Accommodations

1. Register with the Office of Student Services (OSS) by following appropriate OSS procedures and use the Request for Accommodations form.
2. Provide appropriate documentation to validate request for accommodations.
3. Discuss and review letter of accommodation with the Office of Human Resources representative for accommodations.
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, these arrangements must be made prior to the due date and time of the assignment. If testing at OSS then you must complete the Request for Individualized Testing Accommodation form with your instructor. Your instructor must sign the RITA form and include the scheduled times and dates of tests, and indicate the materials, if any, you will be allowed to bring and use during testing.

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. Testing accommodations an OSS are provided on a "first-come, first-served" basis.

5. Communicate with instructors about providing appropriate alternatives for exams that must be taken outside of the OSS office hours.
6. Providing a qualified reader identified by the instructor as familiar with the subject matter.

Note: OSS will not be responsible for providing reader services for testing situations as outlined above.

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:

- Require pre-arranged support services, such as textbooks on tape, Braille or large print materials, readers, extended testing time, interpreters, real-time captioning, etc., which are necessary as accommodations.
- Impose mobility constraints due to limitations of speed, and/or endurance.
- Impose physical or cognitive restrictions due to fatigue, medication side-effects, difficulties with sustained concentration, or limited cognitive processing documented according to guidelines upheld by the Office of Student Services.
- Necessitate preferential seating, selection of professors with certain speech patterns or teaching styles due to communication/learning issues as verified through Office of Student Services.
- 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 Office Student and Community Life.

All priority registration requests are reviewed and approved through Human Resources and the Office of Student Services. 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 diagnostician. 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 in 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 on CD 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 or explanation of a word in 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 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 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 go to the Office of Student Services to take the exam or 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 on your form. 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. A sample of this letter is located in the back of this booklet marked "EXHIBIT B."

Textbooks in Alternative Format

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 CD's or 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 resource for students needing reading and large print accommodations.

Learningally, an online textbook resource for students needing primary and alternative reading resources for coursework.

DOCUMENTATION GUIDELINES

General Descriptions for Documenting Disabilities

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, 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:
4.
 - 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.
5. 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
6. 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.
7. 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, 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, self-esteem and stress level.
8. 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.

Interdenominational Theological Center Student Accommodations Request Form

Student Data information Sheet

All information included on this form is considered confidential.

Date _____

Name _____ D.O.B. _____ Student ID # _____

Local Address _____ GA. _____
No, Street Unit # City Zip Code

Telephone _____ Email: _____

Permanent Address (if different from above) _____

Classification: Junior _____ Middler _____ Senior _____ Doctoral _____

Impairment _____

Medication(s) _____

Physician Name and Contact _____

NATURE OF DISABILITY

Psychiatric
 Deaf
 Hearing Impaired
 Blind
 Visually Impaired
 Mobility Impaired
 Other _____

MAJOR LIFE ACTIVITY LIMITED BY DISABILITY

| | | |
|------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Lifting | <input type="checkbox"/> Manual dexterity |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Seeing | <input type="checkbox"/> Interacting w/ others |
| <input type="checkbox"/> Standing | <input type="checkbox"/> Sitting | <input type="checkbox"/> Caring for self |
| <input type="checkbox"/> Reaching | <input type="checkbox"/> Learning | <input type="checkbox"/> Concentrating |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Working | <input type="checkbox"/> Other |
| <input type="checkbox"/> Thinking | <input type="checkbox"/> Toileting | |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Reproduction | |

Are you receiving vocational rehabilitation services? Yes _ No _ Nature of Services _____

Vocational Name and Contact _____

Emergency Name and Contact _____

In the event that my needs change during the semester, I understand it is my responsibility to notice the Office of Student Services (OSS). I give my consent for the OSS to discuss my needs with faculty, staff, and administrators as related to the school's provision of appropriate accommodation as assurance of my equal opportunity to academic success.

Please attach all appropriate documentation and credential necessary to support your request.

Signature _____

Date _____



THE INTERDENOMINATIONAL THEOLOGICAL CENTER

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