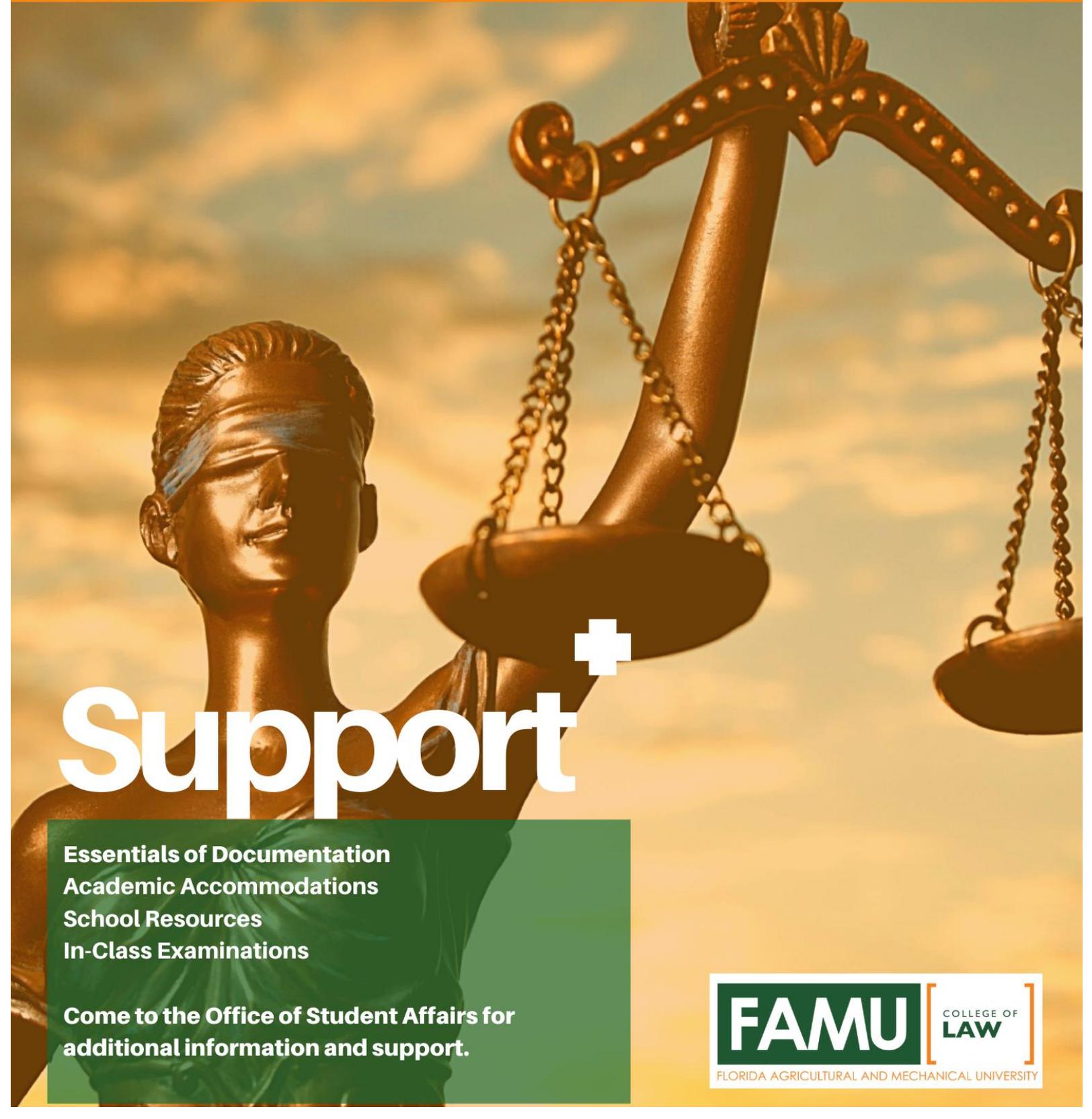


CeDAR and Accommodations.

at the College of Law

Volume 4
Fall 2020
FAMU College of Law



Support +

Essentials of Documentation
Academic Accommodations
School Resources
In-Class Examinations

Come to the Office of Student Affairs for
additional information and support.



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PREFACE

The Center for Disability Access and Resources (CeDAR) Student Manual is a departmental document that is used in the delivery of supportive services and to assist Florida Agricultural and Mechanical University (FAMU) students who have a physical, psychiatric and/or learning disability.

This manual is designed to assist students at FAMU, who need information about or require CeDAR support services. In addition, this manual contains pertinent information regarding the intake process, the academic accommodation policies and procedures, mobility services policies and procedures and other relevant information, necessary for a successful academic career at FAMU.

It is our hope that this manual will inform our students of their responsibilities and aid our staff in facilitating those services that each student needs to ensure an equitable learning experience for the FAMU students who have a disability(s).

MISSION STATEMENT

The Center for Disability Access and Resources at Florida A & M University provide supportive services to students with disabilities to enhance their skills for personal, academic and professional growth. The mission of the CeDAR office is to provide enriching support programs, services, and reasonable accommodations to FAMU students with disabilities. Our mission is to also foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, be critical thinkers, and self-advocates. Our goal is to ensure students with disabilities have access to the same programs, opportunities, and activities available to all FAMU students.

Dear CeDAR Participant:

I would like to personally congratulate you on taking an important step toward enhancing your academic experience. The CeDAR office exists to ensure that your rights as a FAMU student with a disability are recognized and upheld. It is our goal to ensure that you are given a level playing field within the academic environment. Registering with the CeDAR office opens a window of opportunities available to support your academic growth and success.

Your experience at FAMU will be what you make it. Similarly, so is your experience with the CeDAR office. I encourage you to become involved with the center and truly utilize the services offered. The CeDAR office provides accommodations and assistive technology to support you academically; scholarships to support you financially; an internship program to promote your professional development; and professionally trained staff offering personal and developmental consultation. We also sponsor a dynamic student organization, Delta Sigma Omicron that promotes the academic, professional, and recreational pursuits of our participants.

The CeDAR team, and the entire FAMU community, welcome and embrace all students. It is our hope that you will release any negative beliefs that you may hold about your disability. Do not think of your disability as an obstacle that will prevent you from reaching your goals. Together, you alongside the CeDAR team, will be able to create and facilitate a “road map” to your life’s purpose and eventual success. Do not consider the disability as your burden, but rather your breakthrough. Becoming a CeDAR participant means that you have discovered many of your strengths and weaknesses and you are learning what you need to be successful. For many, it takes a lifetime to reach this point of self-awareness and acknowledgement. Furthermore, do not be embarrassed by your disability be empowered. Empower yourself with the tools, resources, and services designed to benefit you.

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Center for Disability Access and Resources Team
640 Gamble Street
Tallahassee, FL 32307
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UNIVERSITY INFORMATION FOR DISABLED STUDENTS

A. Students with Disabilities

In general, federal and state guidelines require that a college or university that receives federal financial assistance may not, on the basis of disability, exclude any qualified student with a disability from any course, course of study, or other part of its education program or activity. No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education program or activity. Students with disabilities are protected under the Family Educational Rights and Privacy Act (FERPA) and Civil Rights Laws.

1. **Admissions:** An individual who meets the academic and technical standards requisite to admission or participation in any educational program or activity and meets the essential eligibility requirements for the receipt of other services as a qualified individual with a disability may not, on the basis of a disability, be denied admission or be subjected to discrimination based on a disabling condition.
2. **Academic Programs and Services:** A student shall not be denied access to academic programs and services who, with reasonable accommodation, can meet the academic and technical standards requisite to admission or participation in any educational program or activity and who meets the essential eligibility requirements for the receipt of other services at Florida Agricultural and Mechanical University
3. **Parking and Traffic:** Motor vehicles operated on the campus at any time by members of the faculty, staff, or students, including those persons eligible for disabled parking privileges, must be registered and bear an appropriately affixed decal or permit. Designated disabled parking spaces on the university campus are at several locations for vehicles bearing appropriate permits. Vehicles must be registered with the University Parking Office located in the Plant Operations facilities, 2400 Wahnish Way. Eligibility for disabled parking privileges is determined by the ADA Coordinator in the Office of Equal Opportunity Programs.

A temporary State of Florida parking permit will be required for a specified term to temporarily disabled individuals. A recertification is required should rehabilitation exceed the estimated time of recovery. Eligibility requirements for disabled parking privileges for employees and students follow the same guidelines as the Florida Department of Highway Safety and Motor Vehicles. When applying for disabled parking privileges, the following documents must be presented:

1. A completed Self-Disclosure Form.
2. A permit authorized by the Florida Department of Highway Safety and Motor Vehicles. The 1990 Florida Legislature made it possible for permanently disabled persons to be able to apply for a four-year parking permit placard. The placard may be hung on the rear view mirror of any vehicle that the person with a disability may be riding in, rather than being for a particular vehicle. Temporary decals or 90 day permits are also available by satisfying the same requirements.

The eligibility standards for parking permits, as set forth in Florida law, are as follows:

1. Inability to walk 200 feet without stopping to rest.
2. Inability to walk without the use of, or assistance from, a brace, cane, crutch, prosthetic device, or without the assistance of another person. If the assistive device significantly restores the person's ability to walk to the extent that the person can walk without severe limitation, the person is not eligible for the exemption parking permit.
3. Permanently uses a wheelchair.
4. Restriction by lung disease to the extent that the person's forced (respiratory) expiratory volume for one second, when measured by spirometry, is less than one liter, or the person's arterial oxygen is less than 60 mm/hg on room air at rest.
5. Use of portable oxygen.
6. Restriction by cardiac condition to the extent that the person's functional limitations are classified in severity as Class III or Class IV according to standards set by the American Heart Association.
7. Severe limitation in the person's ability to walk due to arthritic, neurological, or orthopedic condition.

Florida has a reciprocal agreement with most states and several of the Provinces and Territories of Canada. Violations of disabled parking on campus should be reported to University's parking service. Violations of disabled parking laws may result in removal of the transgressor's vehicle and may result in a fine up to \$250.00.

5. **Counseling and Placement Services:** Personal, academic, or vocational counseling, guidance, or placement services are provided by Florida Agricultural and Mechanical University to students with disabilities to the same extent that such services are provided to non-disabled students.
6. **Student Organizations:** Florida Agricultural and Mechanical University membership practices of student organizations do not permit discrimination on the basis of disability.
7. **Financial Aid:** Florida Agricultural and Mechanical University provides no less assistance to students with disabilities than to non-disabled students, nor limits their eligibility for assistance, nor otherwise discriminates, or assists any entity or person that provided assistance to any of the recipient students in a manner that discriminates.
8. **Student Employment:** Employment opportunities at Florida Agricultural and Mechanical University, as a whole, are made available in a manner that does not discriminate against students with disabilities.
9. **Drugs and Alcohol:** In general, an individual with a disability currently engaging in the illegal use of drugs is not covered under the protection of the regulations. However, this does not exclude an individual with a disability who: a) has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaged in such use; b) is participating in a supervised rehabilitation program and is no longer engaging in such use; or c) is erroneously regarded as engaging in such use, but is not engaging in such use. The university may adopt or administer reasonable policies or procedures, including, but not limited to, drug testing.

A qualified person will not be denied health services or services provided in connection with drug rehabilitation on the basis of the current illegal use of drugs if the individual is otherwise entitled to such services. The university may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against non-disabled students. Furthermore, the due process procedures at 34 CFR 104.36 shall not apply to such disciplinary actions.

In some cases, drug addiction and alcoholism are considered disabling conditions by some agencies, however, these conditions should not determine whether an individual is qualified for services or employment opportunities. The University may hold a drug addict or alcoholic to the same standard of performance and behavior as required of non-disabled students.

11. **Contagious Diseases:** Florida Agricultural and Mechanical University's policy is consistent with Sections 503 and 504 of the Rehabilitation Act of 1973. Regulations do not cover individuals with a contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, is unable to perform the duties required of the program of studies.

Section 504 protects symptomatic and asymptomatic AIDS-infected individuals against discrimination on the basis of any actual, past, or perceived effect of AIDS infection that substantially limits any major life activity.

RESOURCES AT THE COLLEGE OF LAW

Equal Opportunity Program

(850) 599-3076

[Office of Equal Opportunity Programs](#) is responsible for ensuring that employment at the University, as prohibited by state and federal statutes, continues to be on the basis of qualification without regard to race, religion, color, age, sexual harassment, sex, disability, national origin and veteran status.

Office of Student Affairs at the College of Law

Deborah Holmes, Coordinator of Student Affairs (407) 254-4035

Gary Harrington, Director of Student Affairs (407) 254-3280

The [Office of Student Affairs](#) within the Florida A&M University College of Law is committed to upholding the College's mission, especially its goals of producing professionals, providing public service opportunities, and creating learning opportunities for students.

The Office of Student Affairs will provide guidance and leadership to students, assist in the development of policies and procedures that foster positive student experiences, promote diversity, serve as models of professionalism, provide career guidance, and assist students in all facets of their law school experience, including personal and academic concerns.

Student Affairs is a welcoming and confidential place for all and we are here to help! We provide a professional, safe atmosphere where students can discuss academic and personal issues. We are available to assist students with a variety of concerns such as homesickness, struggles with relationships, study skills, substance use, worries and depression. The Office of Student Affairs at the College of Law works collaboratively alongside the Office of Counseling Services to provide assistance to the College of Law students. The mission of the [Office of Counseling Services](#) of Florida A & M University is to increase students' academic success, self-awareness, and knowledge of potential growth and challenges of collegiate experiences through outreach, counseling, consultation, and crisis intervention. The Office of Counseling Services exemplifies and seeks to foster within those whom they serve the following values: courage, diversity, ethics, excellence, respect, scholarship, and service.

The Office of Student Affairs also provides health promotion services to students at FAMU. ALL FAMU students are required to have health insurance. This means that all newly admitted or re-admitted domestic students who are enrolled at least half-time* in a degree-seeking program, as well as, all international students are required to show proof of comparable coverage (on-line waiver portal), or purchase the Student Health Insurance Plan provided by the deadline.

Security and Parking Enforcement at the College of Law

Shashi Persaud, Director of Security (407) 254-3275

The security team will assist our students with disabilities in their efforts to secure handicap parking. Students should be prepared to provide the appropriate documentation to support their request for accommodated parking. This accommodation will be documented within the College of Law security office but the Office of Student Affairs should also be notified of the approved accommodation.

Career Planning and Professional Development at the College of Law

Merline Dieujuste, Coordinator for Career Planning and Professional Development (407) 254-4038

Courtney Jones, Associate Director of Career Planning and Professional Development (407) 254-4048

Randolph Reliford, Assistant Dean of Career Planning and Professional Development (407) 254-3212

The [Career Planning and Professional Development](#) (CPPD) is a comprehensive resource center, designed to assist students and alumni in every phase of their career planning process. The CPPD serves as a professional employment and preparation resource, offering year-round service to students, alumni and employers.

The CPPD looks at your professional endeavors as unique and deserving of individual development. The CPPD offers helpful advice relative to work habits demanded within the legal profession. We view the challenge of obtaining legal employment as a creative process that demands intellectual inquisitiveness, individual responsibility, accountability and a commitment to personal excellence.

Financial Aid at the College of Law

Tocoa Hampton, Associate Director of Financial Aid (407) 254-3232

The FAMU College of Law [Office of Financial Aid](#) will service students with a comprehensive financial aid program that includes institutional grants and federal loan programs to help eligible students meet the expenses associated with attaining a legal education. These funds are awarded and administered by the Office of Financial Aid at the College of Law in conjunction with the University's Office of Financial Aid.

A limited number of institutional scholarships are available to students entering the College of Law. All admitted students are automatically considered for available scholarships. A separate scholarship application is not needed. Additional donor scholarships are listed on the scholarship listing. For the majority of students, federally-sponsored student loans will be the most common type of financial aid available.

Registrar's Office

Sonja Boles-Melvin, Director of Registrar (407) 254-3238

The [College of Law's Registrar](#) is the custodian of law student records. The Registrar's Office is responsible for registration, grading processes, letters of good standing, bar certifications, enrollment verification, deferment form processing, V.A. certification, official withdrawals, graduation certification, and the administration of final examinations including the distribution of anonymous examination numbers each semester. General Law School policies and procedures, as well as information regarding registration, class schedules, and graduation may be obtained from the Registrar's Office.

Academic Success and Bar Preparation

Reginald Mitchell, Director of Academic Success and Bar Preparation (407) 254-4009

The [Academic Success and Bar Preparation](#) (ASBP) Office has a multi-pronged approach to facilitating the law school's goals of increased grade point averages, enhanced overall academic performance, and bar exam passage on the first attempt. Beginning with a skills assessment during new student orientation and continuing to the free, post-graduation Bar Exam Success Training (BEST) program, the ASBP Office seeks to help students achieve academic success through critical skills training that will transcend the law school experience and directly impact their preparedness to pass the bar exam and to become competent legal professionals.

College of Law Library

Yolanda Jones, Law Library Director (407) 254-3231

The primary mission of the Florida A&M University College of [Law Library](#) is to enhance study, learning, research, and service conducted at the College of Law by providing present and future resources and services to meet the informational needs of its faculty, students, and staff. The secondary mission of the Law Library is to contribute a valuable community service by providing public access of its collections to the local legal community and to the general public.

With the mission in mind, the law library has developed an extraordinary collection to support the diverse research needs of its patrons. We have a very helpful and knowledgeable staff that would be more than willing to assist you in your research needs.

HOW TO BECOME A CEDAR PARTICIPANT

Steps to Receive CEDAR Services & Accommodations

Students should complete the steps listed below well in advance of the anticipated need for services and accommodations to allow for a reasonable period of time in which to evaluate those needs and requests.

1. Students must be admitted to and/or enrolled in the University to request accommodations.
2. Students requesting accommodations should first contact the College of Law Office of Student Affairs to complete the New Student Intake Form and the Academic Accommodation Form.
3. All students should be prepared to provide documentation of disabilities and needs. Documentation is subject to verification by the University.
4. Requests that require special funding, such as a need for specific software, adaptive equipment, memberships to the RFB&D, etc., will be assessed for possible resources that might already provide for the request, such as Vocational Rehabilitation. If not duplicating an available resource, the University will provide reasonable accommodations for the documented request.
5. After receipt of required documentation, the CeDAR professionals will make a case-by-case determination of the student's educational need for any requested auxiliary aids, accommodations, and/or other special services determined to be necessary.
6. When notified that the documentation provided supports the student's disability claim and current need for accommodations, the student must do the following:
 - Meet with a coordinator to discuss accommodations and services.
 - Keep initial interview, provide information, sign rights and responsibilities form, and fashion accommodations.
7. Once accepted, the services and equipment (if deemed appropriate), will be provided at no cost to the student. However, to receive services from CeDAR, the student is responsible for:
 - Requesting accommodations each semester. Documentation is not necessary at this time unless significant changes have happened since initiating services.
 - Delivering Accommodation Letters to all faculty (if necessary).
 - Following procedures and adhering to policies for specific accommodations and services.
 - Monitoring his/her own academic progress.
 - If an accommodation is not effective, students should consult with a coordinator for adjustments.

Documentation Requirements

Why Do We Need Documentation?

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities.

Documentation must include the following:

- Specific diagnosis of disability by a qualified professional
- Functional impact of the disability on academic performance
- Learning Disabilities and ADD documentation must comply with AHEAD and ETS guidelines.
- Completed Application by the student and the appropriate disability verification form completed by a qualified professional.

Your application, the disability verification form, and other documentation can be submitted by the following methods:

- Hand delivery to the Office of Student Affairs at the College of Law
- Fax to the Office of Student Affairs at the College of Law (407) 254-2455
- Scan and e-mail to law.studentaffairs@famu.edu

Essentials of Documentation

1. Documentation for a disability must be current, complete, and provided by a qualified professional.
2. All documentation must be on letterhead, typed, dated, and signed by the qualified professional.
3. Documentation varies depending on the specific disability and each student's documentation is individually reviewed.
4. Minimally, the documentation must establish the current functional limitations resulting from the disability.
5. The documentation must provide enough information about the history, scope, and depth of the disability for the University to determine the presence of a disabling condition which significantly impairs a major life function and imposes limitation on some activity associated with the academic process.
6. A school plan such as an *Individualized Educational Plan (IEP)* or a *504 Plan* is insufficient documentation in and of itself to determine eligibility. These school plans may be included as a part of a more comprehensive evaluative report and are often helpful in describing students' strengths as well as possible deficits.
7. The qualifications of the professional providing documentation need to be clearly indicated and the language by which the disability is described must be consistent with standard practice within the profession. A formal diagnosis is expected.
8. All documentation is reviewed by the professional staff of CEDAR and, when necessary, reviewed by

consultants with expertise in specific disability areas. In some cases, students are requested to provide more documentation than originally submitted. Additionally, recommendations for accommodations to mitigate the impact of the disability are appreciated, but are not essential.

I. What type of documentation is required?

A. Low Vision or Blindness

Students requesting accommodations on the basis of low vision or blindness must provide documentation consisting of:

- A copy of your most recent eye examination results from your ophthalmologist or optometrist verifying your legal blindness or other visual impairment. In general, applicants utilizing conductive lenses must have a corrected vision of not less than 20/200 to be eligible for CEDAR services.
- A completed Physical Disability Verification form.
- If you do not meet this requirement but have a visual impairment that significantly impacts your academic performance, you may still be eligible for services.

B. Deafness or Hard of Hearing

Deaf or hard of hearing students requesting accommodations on the basis of deafness or hearing loss must provide documentation consisting of:

- A copy of an audiogram, administered within the last two years by your physician, audiometrist or audiologist, verifying the extent of your hearing loss.
- A completed Physical Disability Verification form.

C. Traumatic Brain Injury

TBI results from trauma to the brain resulting from cerebral vascular accidents, tumors, or other medical conditions. Students requesting accommodations on the basis of a traumatic brain injury (TBI) or brain insult must provide documentation by a neuropsychologist. The documentation must include:

- Thorough neuropsychological evaluation including assessment of the areas of attention, visuoperception/visual reasoning, language, academic skills, memory/learning, executive function, sensory, motor, and emotional status. Data should include subtest scores and percentiles.
- Evidence of current impairment. A history of individual's presenting symptoms and evidence of behaviors that significantly impair functioning.
- A diagnostic interview. The interview must contain self-report and third-party information pertaining to: developmental history, family history, learning or psychological difficulties, relevant medical history, and a thorough academic history.
- Evidence of alternative diagnoses or explanations ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, learning, behavioral, and/or personality disorders that may confound the diagnosis.
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual - IV (DSM-IV).

- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) suggests how the specific effects of the disability may be accommodated, and (d) states how the effects of the disability are mediated by the recommended accommodations.
- A completed Psychiatric Disability Verification form.

D. Psychiatric Disabilities

Students requesting accommodations on the basis of a psychiatric disability must provide the current documentation from a licensed psychologist, psychiatrist, licensed clinical social worker, or licensed mental health counselor which must include:

- A specific, current psychiatric diagnosis as per the DSM-IV which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Primary and secondary Axis I and Axis II diagnoses are required.
- Evidence of current impairment. An assessment of the individual's presenting symptoms and evidence of current behaviors that significantly impair functioning must be provided. In an academic setting, functional impairment is most often expressed in poor academic performance across a variety of academic tasks.
- Evidence is needed to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations.
- Prescribed medications, dosages and schedules which may influence the types of accommodations provided.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the psychiatric disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, (c) suggests how the specific effects of the psychiatric disability may be accommodated, and (d.) states how the effects of the psychiatric disability are mediated by the recommended accommodations.
- A completed Psychiatric Disability Verification form.

D. Specific Learning Disabilities

These are the guidelines of the [Association on Higher Education and Disability \(AHEAD\)](#). As members of AHEAD, the Learning Development & Evaluation Center at Florida A & M University adheres to these guidelines.

II. 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.

III. 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.

IV. 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. A list of commonly used tests is provided below. Minimally, the domains to be addressed must include the following:

1. **Aptitude**

A complete intellectual assessment with all subtests and standard scores reported.

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.

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.

Aptitude/ Cognitive Ability	Academic Achievement	Information Processing
Wechsler Adult Intelligence Scale-III (WAIS III)	Woodcock-Johnson III: Tests of Achievement	Detroit Tests of Learning Aptitude – (DTLA – 3)
Woodcock Johnson-III: Tests of Cognitive Ability	Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement	Detroit Tests of Learning Aptitude – Adult (DTLA-A)
Woodcock Johnson Psychoeducational Battery – Revised: Tests of Achievement	Wechsler Individual Achievement Test-III (WIAT-III)	Rey-Osterrieth Complex Figure Test
	Nelson-Denney Reading Skills Test	Subtests from:
	Stanford Diagnostic Mathematics Test	Wechsler Adult Intelligence Scale-III (WAIS-III)
	Test of Written Language 3 (TOWL-3)	Wechsler Memory Scale-III (WMS-III)
	Woodcock Reading Mastery Tests - Revised	Woodcock-Johnson Psychoeducational Battery–Revised: Tests of Cognitive Ability
		Woodcock-Johnson III: Tests of Cognitive Ability

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 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.

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, attentional 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, attentional 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).

F. Attention Deficit Hyperactivity Disorder (ADHD)

Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologist, neuropsychologist, psychiatrist and other relevantly trained medical doctors). The documentation must include:

- Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- Evidence of current impairment. An assessment of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided. In an academic setting, functional impairment is most often expressed in poor academic performance across a variety of academic tasks. In adults, work history may demonstrate an inability to retain or maintain employment.
- A diagnostic interview. The interview must contain self-report and third-party information pertaining to: developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, a review of prior psycho educational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD diagnosis.
- Neuropsychological or psycho educational assessment may be needed to determine the current impact of the disorder on the individual's ability to function in an academic setting and to establish eligibility for classroom accommodations including alternative testing, note takers and/or alternative media (taped books, electronic text). Such data should include subtest and standard scores..
- A specific psychological diagnosis as per the Diagnostic and Statistical Manual - IV (DSM-IV). Symptoms of hyperactivity/impulsivity that were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- An indication of whether or not the student was evaluated while on medication and the degree to which the prescribed treatment reduces the level or degree of impairment.
- A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) suggests how the specific effects of the disability may be accommodated, and (d) states how the effects of ADHD are mediated by the recommended accommodations.
- Qualified professionals must also complete the Certification of ADHD Form.

Because documentation of ADHD follows the Educational Testing Service (ETS) guidelines, all students, parents, and evaluators are strongly encouraged to become familiar with [the ETS guidelines for documentation of ADHD](#) (click here for ETS guidelines).

G. Mobility, Systemic, Or Other Health Related Disability

Students requesting accommodations on the basis of mobility, systemic or disease-related disabilities must provide documentation consisting of:

- An identification of the disabling condition(s).
- An assessment of the functional limitations of the condition(s) for which accommodations is being requested, and whether the degree of limitation is mild, moderate or substantial.
- Suggestions as to how the functionally limiting manifestations of the condition(s) may be appropriately accommodated.
- A completed Physical Disability Verification form.

V. 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.

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

VI. 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.

HOW TO REQUEST ACCOMMODATIONS & SERVICES

The Center for Disability Access & Resources (CeDAR) supports the University in providing individualized supportive services and accommodations to students with physical, learning, and psychiatric disabilities who desire to pursue college level studies.

As a reminder, the following outlines procedures for students to receive disability accommodations preferably at the beginning of **EACH SEMESTER**:

- Students must be a registered participant with the CeDAR office. *Please see the “How to Get Services” section for more information on getting registered.*
- Students must fill out a "Request for Accommodations" form for each course where accommodations would be provided.
- Students must submit a current course schedule with each accommodation request.
- Requests for accommodations are accepted daily in the College of Law Office of Student Affairs. The deadline for requests is **Thursday at 5:00pm each week**.
- Accommodations submitted by the deadline will be reviewed and a response (approval, denial, modification) will be made available to the student by the Thursday of the following week.
- Students should never need to discuss their accommodations or disability with members of the faculty. After being approved for accommodations by the CeDAR office, the Director of Student Affairs at the College of Law will notify the necessary faculty members of any in-class accommodation. All testing accommodations are handled within the Office of Student Affairs and do not need to be discussed. This policy is designed to maintain the anonymity of accommodated students at the College of Law.
- Letters of Accommodation for students at the FAMU College of Law will be delivered to the Office of Student Affairs. College of Law students will receive an official copy of the CeDAR determination from the Office of Student Affairs or a member of the CeDAR team.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY:

IN-CLASS EXAMINATIONS/TESTING

The Center for Disability Access & Resources works to ensure that appropriate testing accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Testing Accommodation Service and the exams being administered, the following rules apply to all recipients of this accommodation.

I. Scheduling Exams

- Students are required to provide a written schedule of their exams to the College of Law Student Affairs Coordinator.
- All exams accommodated exams administered by the College of Law Office of Student Affairs are scheduled daily from 9:00 am – 9:00 pm. Requests for alternate times must be given to the Director of Student Affairs at the College of Law in advance and in writing.
- The College of Law closes at 10:00 pm. All exams must be scheduled such that they are completed, with extended time, by closing.
- Students are required to give the College of Law Office of Student Affairs **5 working days ADVANCE written notice when possible** of all exams, including changes.

II. Changing Exam Dates/Times

- If an exam schedule changes for any reason, it is **THE STUDENT'S RESPONSIBILITY** to notify the Office of Student Affairs at the College of Law of those changes immediately. If the date or time of a scheduled exam changes, the student must comply with one of the following procedures:
 - Submit a completed Exam Change Form to the coordinator of student affairs at the College of Law that details the time/date change signed by the student.
 - Contact the Coordinator of Student Affairs regarding the time/date change. The Coordinator of Student Affairs will confirm this request with the appropriate personnel prior to the request being approved.

III. Taking Your Exams

- Students are expected to take their exam at the scheduled time. If a student is more than 15 minutes late for the exam (according to College of Law time), the exam will be returned to the instructor. If the student is less than 15 minutes late, the student may take the test, but the exam timing will begin when it was originally scheduled.
- Students who are absent for exams due to health or emergency situations must provide a written excuse to the Office of Student Affairs, and receive approval from the director to reschedule the exam. Students who are absent for exams due to personal negligence will not be allowed to reschedule the exam. The instructor will be notified and the exam will be returned. It will be the **student's responsibility** to resolve the matter with his/her instructor.
- Students may be required to present a picture ID prior to being issued their exam.
- Students are allowed to use only those items their instructor has approved for use on the exam.
- Students must supply necessary exam materials, just as they would be expected to do in class. This includes: books, calculators, pencils, etc.
- The proctor will monitor breaks and trips to the restroom.

- Students are responsible for following instructions on the exam and will assume any penalties that may result from misunderstandings and misinterpretations.
- Cell phones are not allowed in the testing room. Cell phones will be collected by the proctor and returned upon completion of exam.
- No food or drinks are allowed in the testing room, with the exception of water in clear bottles unless approved for an accommodation that allows for snacks.
- Electronic devices (i.e. CD Players, MP3 Players, etc.) and personal items are not allowed in the testing room, unless prior authorization is given.
- Students are allowed to use only the amount of time allotted by the instructor and their approved accommodation.
- Anyone found engaging in academic dishonesty may be required to surrender his/her exam and the instructor will be notified. The testing room is monitored on a regular basis by a proctor and digital monitoring devices.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: BOOKS IN ALTERNATIVE FORMAT

The Center for Disability Access & Resources works to ensure that appropriate classroom accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Classroom Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

1. Students must be registered with the CeDAR and submit a written diagnostic report, administered by a trained and qualified professional, substantiating their need for an accommodation of alternative text.
2. Students must notify the Coordinator of Student Affairs at least **four weeks before classes begin** if you are in need of alternative text.
3. Students are required to purchase one copy of each required textbook or print material for each course. Students will need to **submit a sales receipt** for every textbook converted.
4. If an electronic copy of the text book is not available from other sources, the student will be responsible for providing a copy of the textbook to the Coordinator of Student Affairs so that an internal e-text copy may be produced. In some cases, the textbook may need to have the binding cut in order for it to be properly scanned. The Coordinator of Assistive Technology & Outreach does not assume responsibility for the student's inability to return the book to the campus bookstore for credit.
5. Students must notify the Coordinator of Student Affairs immediately of a course drop/add.
6. Students are responsible for returning all alternative text materials to Coordinator of Student Affairs by the last day of the semester or upon dropping the class. Within five (5) days of the deadline, a hold will be placed on the student's account until the materials are returned.
7. Students please contact the Coordinator of Student Affairs immediately if you have any problems with the quality of the alternative text materials.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: CLASS RELOCATION RECOMMENDATION

The Center for Disability Access & Resources works to ensure that appropriate classroom accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Classroom Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

1. The faculty and administration of the University are committed to making appropriate modifications to accommodate the needs of students with disabilities while maintaining the integrity of the programs and courses.
2. The CeDAR accommodation specialists will recommend class relocation for students if the accommodation is deemed necessary based on the student's documentation and identified physical barriers.
3. Students should contact their instructor immediately upon identifying the physical barrier preventing them from entering the classroom, or those within the classroom that function as distractions to the student's ability to participate in class.
4. The CeDAR also recommends that the student contact the office immediately upon identifying the barrier.
5. After the CeDAR is notified, we will take the necessary steps to initiate a relocation or alternative setting until the barrier is removed.
6. If the student is dissatisfied with the response, she/he may choose to file a written complaint as outlined in the Grievance Procedure for Students with Disabilities.
7. The dean, the chair and the faculty may at any time request and the University will provide them legal counsel.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: READER/SCRIBING SERVICES

The Center for Disability Access & Resources works to ensure that appropriate classroom accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Classroom Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

1. Submit required documentation and become a registered CeDAR participant.
2. Submit a completed Accommodations Request Form.
3. Interpreters, readers, and/or scribes will be assigned to eligible students based on an assessment of student's functional limitation, need, communication mode, and preference.
4. Assistive listening devices and transcribing services may be authorized for students whose skills are not proficient enough to keep pace with lectures.
5. In the event of an interpreter shortage, transcribing may be provided as a substitute to provide classroom access to students.
6. These accommodations will be assigned on a case-by-case basis through an interactive process between the student and the Coordinator.
7. Interpreting/Transcribing service will be provided according to the following priority:
 - a. Classroom lectures (earliest request will be processed first)
 - b. Classroom-required activities
 - c. Student/Professor meeting
8. Requests for interpreting/transcribing services outside of the regular classroom hours must be submitted in writing **at least one week in advance**, and approval will depend on whether interpreters are available.

SCRIBES/READERS

1. A **scribe** is a person who writes or types for a student who is unable to write because of a disability.
2. A **reader** is a person who reads the written word either in real time or on an audio tape for a student who is unable to do so.
3. The scribe and/or reader **does not** take an active role in the testing situation.
4. The test should be read or scribed, nothing more. No explanation of terms or rephrasing is permitted. The scribe or reader is never to make a comment regarding the test or give any other input.
5. If testing is done by the instructor or department, a reader or scribe should meet certain requirements. **Do not** allow another student in the course, a relative, a friend of the student, a note taker, or other person who would have an impact on the test results to scribe or read an exam.
6. If the student is provided a reader or scribe, extended time will be recommended.
7. The student must make a request for a scribe or reader with the College of Law Office of Student Affairs at least one week in advance of the test date (**by the reschedule request date which is outlined in the College of Law student handbook for final exams**)

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: PREFERENTIAL SEATING

1. The faculty and administration of the University are committed to making appropriate modifications to accommodate the needs of students with disabilities while maintaining the integrity of the programs and courses.
2. The CeDAR accommodation specialists will recommend preferential seating for students if the accommodation is deemed necessary based on the student's documentation.
3. The College of Law Director of Student Affairs will provide an accommodation letter to the faculty member to request this accommodation. Any difficulties obtaining the accommodation should be discussed with the Office of Student Affairs at the College of Law.
4. It is recommended that the student request this accommodation early in the semester.
5. If the student is dissatisfied with the response, she/he may choose to file a written complaint as outlined in the Grievance Procedure for Students with Disabilities.
6. The dean, the chair and the faculty may at any time request and the University will provide them legal counsel.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: RECORDED LECTURES

The Center for Disability Access & Resources works to ensure that appropriate classroom accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Classroom Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

1. Students must request recorded lectures as an accommodation on the Accommodations Request Form.
2. The Director of Student Affairs at the College of Law will provide the appropriate faculty members with a Letter of Accommodations from the CeDAR, so that the instructor can verify approval to tape lectures.
3. The instructor reserves the right to determine if recording class discussions is inappropriate. Students are approved to record lectures, but not necessarily discussions in which other students may reveal personal information. If necessary, the instructor and/or the student may request a CeDAR coordinator to assist in making the distinction.
4. If the instructor has concerns about this accommodation, please ask him/her to contact the Director of Student Affairs at the College of Law for more information.
5. By utilizing this accommodation, students are agreeing to the following policies:
 - You will notify the instructor, and come to an agreement regarding any concerns that he/she has, prior to engaging in any tape recording.
 - You will use these tapes solely in pursuit of your education program, and not for any commercial or non-educational purpose.
 - You will not engage in any secret recordings of lectures or interactions.
 - You will not share the tapes with any other student.
 - You will erase the tapes at the conclusion of the course, within seven (7) days after issuance of a grade, unless you obtain written authorization from the instructor to retain the tapes beyond this period.

CENTER FOR DISABILITY ACCESS & RESOURCES

CLASSROOM ACCOMMODATION POLICY: REDUCED COURSE LOAD RECOMMENDATION

The Center for Disability Access & Resources works to ensure that appropriate classroom accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Classroom Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

POLICY

Students unable to take a full-time course load because of their disabilities may be approved for a reduced course load. Undergraduate students with disabilities are eligible to request special status which, if approved, would allow them to take a reduced course load of not less than nine (9) hours while maintaining a full time status, so long as such reduced course load does not affect the academic integrity of the program in which a student is enrolled.

Approval of reduced course load/full time status (RL/FT) is not a permanent status but must be requested and re-evaluated each semester to determine the impact of the student's disability in relation to the demands of his/her course schedule.

Students approved for RL/FT are entitled to all University services and privileges enjoyed by full time students, except in situations controlled by external entities not bound by this policy.

If the student drops below the approved number of hours for RL/FT, the full time status will no longer be in effect.

Students approved for RL/FT are held to the same academic requirements and standards for satisfactory academic progress as apply to other students.

Confidentiality of disability information is protected by the American's with Disabilities Act and records pertaining to the RL/FT status are subject to FERPA regulations.

The CeDAR can only **recommend** a reduced course load for a student. The final decision on the recommendation is made by the Office of the Vice President of Academic Affairs and the Registrar's Office.

PROCEDURE

Step 1

The student initiates the request for a reduced course load.

1.1: Requests for a reduced course load are submitted to the Director of the CeDAR in writing with supporting medical and/or psychological documentation. Medical and psychological information must

meet existing documentation guidelines established by the CeDAR. Supporting documentation must include a diagnostic evaluation from an appropriate professional that is recent enough to evaluate the current impact of the disability.

1.2: Other applicable supporting documents may be provided with the application in addition to the medical and/or psychological information. Depending on the nature of the disability, the student may or may not be asked to provide updated medical and/or psychological information for re-evaluation in subsequent semesters.

1.3: Students are encouraged to make this request 4-6 weeks prior to the semester for which a reduced course load is sought.

Step 2

The CeDAR Director will evaluate the documentation and the request in terms of the impact of the disability and the demands of the student's current or proposed schedule. In some cases, additional documentation may be required to make a determination.

Step 3

The CeDAR Director will prepare a written summary and recommendation regarding the request to the following departments: Office of the Vice-President of Academic Affairs, Office of the Registrar, Financial Aid, and Athletics (if applicable). A copy of this document is kept in the CeDAR files.

3.1: This recommendation will include an evaluation of the documentation and the request in terms of the impact of the disability and the demands of the current or proposed schedule.

3.2: The student, CeDAR Director, and/or appropriate departmental personnel will meet to discuss the potential consequences of the reduced course load in regard to financial aid, registration and records, and athletic departmental guidelines. The departmental representative will evaluate the information and make a determination regarding the reduced course load status. The student will be notified during the meeting or as soon as a determination has been made.

Step 4

If the request is denied, the student may appeal the decision by following the Grievance Procedures.

Step 5

At the agreed upon credit load, the student is considered full time and is entitled to all the services, benefits, rights and privileges of full-time status. Students who drop below the agreed upon credit load will jeopardize their full-time student status.

CENTER FOR DISABILITY ACCESS & RESOURCES

COURSE MODIFICATION POLICY

The Center for Disability Access & Resources works to ensure that appropriate academic accommodations are provided for students who are eligible for services. In order to maintain the integrity of the CeDAR Course Accommodation Services the following rules apply to all requesters and recipients of this accommodation.

1. The faculty and administration of the University are committed to making appropriate modifications to accommodate the needs of students with disabilities while maintaining the integrity of the programs and courses.
2. Requests should be made to the College of Law Office of Student Affairs before the beginning of classes. It is the responsibility of the student to notify the Director as early as possible that she/he may need academic modifications. The students should also make notification of any changes during the semester to the Director.
3. Requests for modifications will be handled on a case-by-case basis and in a reasonable length of time.
4. When the student provides the requested documentation, the Director will forward the request with a recommendation for action to all parties involved.
5. NOTE: Modifications that would substantially alter the nature of the program and/or course will not be recommended.
6. If the student is dissatisfied with the response, she/he may choose to file a written complaint as outlined in the Grievance Procedure for Students with Disabilities.
7. The dean, the chair and the faculty may at any time request and the University will provide them legal counsel.

CENTER FOR DISABILITY ACCESS & RESOURCES

GRIEVANCE POLICY

A student registered with the Center for Disability Access and Resources who disagrees with approved accommodations may appeal the decision. The student should begin the appeals process with the CeDAR Coordinator who provided the accommodation. The student must fill out an appeal form and provide evidence to support their appeal. The student will be asked to meet with the CeDAR staff member within 14 working days of the alleged complaint.

If the student is not satisfied with the services to be provided or resolution of the grievance with the CeDAR Coordinator, he/she may take the written appeal and supporting documentation to the CeDAR Director. The CeDAR Director will render a written resolution within 10 working days of the filing of the appeal.

If the student is still not in agreement with the approved accommodations, they may appeal the decision to the FAMU Office of Equal Opportunity Programs.

A student may file a formal grievance with the Office for Civil Rights (OCR) if they believe their complaint is in violation of the federal Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973. That office will determine whether a further investigation is warranted based on a lack of equal access incurred by a disability.

OCR Main Line: 202-307-0690

Fax: 202-616-9865

TDD/TTY: 202-307-2027

OCR E-mail: askOCR@ojp.usdoj.gov

CENTER FOR DISABILITY ACCESS AND RESOURCE

APPENDIX I

PSYCHOLOGICAL DISABILITY VERIFICATION

The student named below may be eligible for accommodations at Florida A & M University. In order to determine appropriate academic accommodations, Florida A & M University must have verification of a disability and of the resulting functional limitations.

Information on this form will be used in confidence for the educational benefit of the student. This information will be released to other parties only with the express written request of the student.

First Name	Middle Initial	Last Name	Date of Birth
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1.) DSM-V-TR Multi-Axial Diagnosis (es)

Axis I: _____
Code Date of Dx

Axis II: _____
Code Date of Dx

Axis III: Other Medical Conditions: _____

Axis IV: Psycho-social & Environmental Stressors: _____

Axis V: _____ / _____
Current Global Assessment of Functioning Highest Global Assessment of Functioning

2.) Describe the functional limitations and the severity of impact on the student in an educational setting:

Please note that accommodations will be determined based on documented, specific functional limitations.

3.) Describe any side effects and functional limitations resulting from treatments or medications:

Certifying Professional:

Diagnoses must be within the professional expertise and scope of practice of the certifying professional.

Name (typed or printed)	Signature		
Title	License #		
Address	City	State	Zip Code
Phone Number: _____	Fax Number: _____	Date: _____	

CENTER FOR DISABILITY ACCESS & RESOURCES
Florida A & M University, 640 Gamble Street, Tallahassee, FL 32307
VOICE: 850-580-3180 FAX: 850-561-2513

CERTIFICATION OF ATTENTION-DEFICIT DISORDER / HYPERACTIVITY DISORDER

The student named below has applied for services from the Center for Disability Access and Resources (CeDAR) at Florida A & M University. In order to determine eligibility for services, we require documentation of the student's Attention-Deficit/Hyperactivity Disorder (ADHD). After completing this form, please print it out, sign it, and mail to the CeDAR. The information you provide will not become part of the student's educational records and will be kept in the student's confidential file at the CeDAR. In addition to the requested information, please attach all supportive information, reports, and test results relevant to the documented diagnosis and limitations.

Student's Name: _____ Today's Date _____
Date of Birth: _____
Address: _____
Phone Number: _____
Social Security Number: _____

2. What is your DSM-V multi-axial diagnosis for this student?

Axis I:
Axis II:
Axis III:
Axis IV:
Axis V (GAF score):
3. Date of above diagnosis:
Month Day Year
4. Date student was last seen:
Month Day Year

5. In addition to DSM-IV criteria, how did you arrive at your diagnosis?

Please check all relevant items below, **adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.**

- Structured or unstructured interviews with the person
- Interviews with other persons, or questionnaires filled out by them
- Behavioral observations Developmental history
- Educational history Medical history
- Psycho-educational testing. Date(s) of testing?
- Standardized or nonstandardized rating scales
- Other (Please specify): _____

CENTER FOR DISABILITY ACCESS & RESOURCES
 Florida A & M University, 640 Gamble Street, Tallahassee, FL 32307
 VOICE: 850-580-3180 FAX: 850-561-2513

6. Please provide specific information about the academic limitations and severity of **symptoms** this student encounters as a result of his/her ADHD.

LIMITATION	No Impact	Moderate Impact	Severe Impact	Don't Know
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation/initiating to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustained focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely submission of assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing internal distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific academic topics:				
• Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Written expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other (please describe):				
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Is this student taking medication(s) for ADHD?

Describe medication(s), date(s) prescribed, effect on academic functioning, and side effects.

Do limitations/symptoms persist even with medications?

Signature of Professional

Date

Professional's Name (printed) and Title

License No.

Address

Telephone No.



FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

POSTSECONDARY EDUCATION DISABLED STUDENT SELF-IDENTIFICATION FORM

NAME: _____ DATE: _____

Last First Middle

SS# (Last five digits): _____ ID NUMBER (Assigned by FAMU): _____ TELEPHONE: _____

LOCAL ADDRESS: _____

HOME ADDRESS: _____

E-MAIL ADDRESS: _____

ACADEMIC PROGRAM OF STUDY: _____

Have you requested special admission consideration based on a disability, and provided documentation of the disability to the University's Office of Admissions? _____ YES _____ NO

*NATURE OF PRIMARY DISABILITY: _____

If you have a disability, you may be eligible for Auxiliary Learning Aid(s) (ALA) assistance/services.

To receive ALA services/assistance, verification of your disability must be on file in this office. In addition, you are asked to provide more specific information by completing the remainder of this form. Letters of verification can be from individuals, such as attending physicians, learning disabilities specialists, counselors from the Division of Blind Services, the Office of Vocational Rehabilitation and the Veteran's Administration.

AUXILIARY LEARNING AID(S) REQUESTED

As a disabled student, are you in need of specific equipment to assist you in continuing your education?
___ Yes ___ No

If yes, please specify:

As a disabled student, are you in need of specialized staff assistance in order to enable you to continue your education? ___ Yes ___ No

If yes, briefly explain type and extent:

AGENCIES OF WHICH YOU ARE A CLIENT

(E.g. Division of Blind Services, Office of Vocational Rehabilitation, Veterans Administration)

1. AGENCY'S NAME: _____
DATE: _____ PHONE: _____ ADDRESS: _____
COUNSELOR'S NAME: _____ E-MAIL: _____
COMMENTS: _____

2. AGENCY'S NAME: _____
DATE: _____ PHONE: _____ ADDRESS: _____
COUNSELOR'S NAME: _____ E-MAIL: _____
COMMENTS: _____

CERTIFICATION: Auxiliary learning aid assistance requested is not available to me from any state or federal program responsible for such assistance. If currently a client of another agency, I will inform this office if financial benefits for auxiliary aids are changed, and in any event, I will contact or authorize permission to be referred to another appropriate agency for possible sponsorship and will inform this office of the results of the meeting.

STUDENT'S SIGNATURE

AUTHORIZATION

*NOTE: See reverse side for description of disabilities. Please indicate (P) for primary disability.

Revised November 9, 2020

NATURE OF DISABILITY

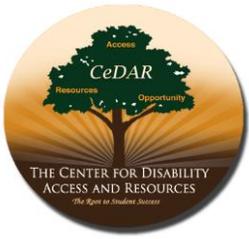
In order to provide services to disabled students, the University is asking for voluntary self-identification of students with a specific disability. This information will be kept confidential and will be used for the purpose of aiding you, the student, to achieve your fullest potential while enrolled in postsecondary education.

Please indicate whether you have one or more of the following disabilities which may require adaptation to the school environment or curriculum. In the case of multiple disabilities, please indicate with a **Ⓐ** for primary disability.

- () **Hearing Impairment** - A hearing loss of 30 decibels or greater, pure tone average of 500, 1000. 2000 HZ, ANSI, unaided, in the better ear. Examples include, but are not limited to, the following: conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.
- () **Visual Impairment** - Disorders in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible corrections; (2) a peripheral field so constricted that it affects one's ability to function in an educational setting; (3) a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, the following: cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
- () **Physical Impairment** (Musculoskeletal and connective tissue disorders, neuromuscular disorders) - Physically disabling conditions which may require an adaptation to one's school environment or curriculum. Examples include, but are not limited to, the following: cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, Cardiovascular Aneurysm (CVA), or head injury and spinal cord injury.
- () **Speech Impairment** - Disorders of language, articulation, fluency, or voice which interferes with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, the following: Cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, aphasia.
- () **Specific Learning Disabilities** - A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, reading, writing, spelling, or performing arithmetic calculations. Examples include: dyslexia, dysgraphia, dyscalculia, dysphasia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.
- () **Other Impairments** - Please specify any other conditions that require an administrative or academic adjustment, such as: class schedules, parking and course adjustments and does not fit into any of the above categories:

If you have any questions or need additional information, please direct inquiries to the name and address below:

RETURN TO:
Center for Disability Access and Resources
Florida A&M University
640 Gamble Street
Tallahassee FL 32307



**FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
 CENTER FOR DISABILITY ACCESS AND RESOURCES
 CONSENT TO RELEASE INFORMATION FORM**

PERSONAL INFORMATION				
Name:			Date:	
Date of Birth:	SSN#:		Student ID (Assigned by FAMU):	
Local Address:	Street	City	State	Zip Code
Permanent Address:	Street	City	State	Zip Code
Home Telephone #:	Cellular Telephone #:	Email Address:		

I hereby give _____ permission to release all information

(Name of the institution /clinician)

regarding me to the following person(s) or institution(s).

RECEIPIENT INFORMATION				
Name of Institution :				
Contact Person:				
Address:	Street	City	State	Zip Code
Student Signature:			Date:	

**** COPIES OF ANY RECORDS/MATERIALS THAT MIGHT PROVIDE ASSISTANCE IN PROVIDING DIAGNOSTIC, REMEDIAL AND ACADEMIC HELP TO THE STUDENT SHOULD ALSO BE FOWARDED****

Center for Disability Access and Resources
 Florida A&M University
 640 Gamble Street
 Tallahassee, FL 32307-4900
 (850) 599-3180 Phone
 (850) 561-2513 Fax



Date: _____

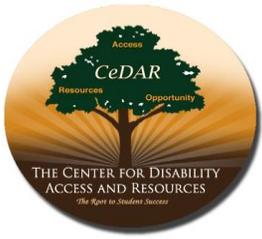
Center for Disability Access and Resources Student Information Form

IDENTIFICATION					
Student Number:	Social Security No.:	Date of Birth (mm/dd/yyyy):			
Last Name:		First Name:		Middle Initial:	
Local Address:			City:	State:	Zip Code:
Permanent Address:			City:	State:	Zip Code:
Home Phone:	Cell Phone:	Email Address:			
Major /Minor:				Anticipated Graduation Date:	
Emergency Contact:		Relationship:		Phone:	
Address:			City:	State:	Zip Code:
List any extracurricular organizations/activities you are involved in:					

SUBMISSION OPTIONS:

1. PLEASE MAIL FORM TO THE: **CENTER FOR DISABILITY ACCESS AND RESOURCES
640 GAMBLE STREET, TALLAHASSEE, FL 32307**

2. PLEASE FAX FORM TO: **(850) 561-2513**



DATE: _____

Center for Disability Access and Resources New Student Intake Form

PERSONAL IDENTIFICATION				
Student Number:		Social Security No.:		
Last Name:		First Name:		Middle Initial:
Local Address:		City:	State:	Zip Code:
Permanent Address:		City:	State:	Zip Code:
Home Phone:	Cell Phone:		Email Address:	
Major/Minor:	Classification:		G.P.A.:	Anticipated Graduation Date:
HIGH SCHOOL INFORMATION				
High School Name:				
Address:		City:	State:	Zip Code:
Office Phone:				
EMERGENCY CONTACT INFORMATION				
Emergency Contact:		Relationship:		Phone:
Address:		City:	State:	Zip Code:
Have you ever received services for a learning disability:				

DO NOT WRITE BELOW THIS LINE

Recommendations (if needed): _____

Director

Date

CENTER FOR DISABILITY ACCESS AND RESOURCES

APPENDIX II



CENTER FOR DISABILITY ACCESS AND RESOURCES

Academic Accommodation Request Form

NAME:		MAJOR:		
Student Number	Phone/Cell phone	Email Address:		
COURSE INFORMATION				
Course Title:	Course #:	Class Section:	Days:	Class Time:
INSTRUCTOR INFORMATION				
Professor's Name:	Professor Phone:	Professor Email:		

If requesting accommodations:

1. You must attach a current course schedule.
2. All forms must be filled out completely.
3. All forms must be turned in by Thursday, 5p.m. Your accommodation requests will be processed in five business days.

ACCOMMODATION(S) REQUESTED FOR TERM: Fall Spring Summer _____

TESTS:

- Test Readers
- Extended Time for Tests & Quizzes
- Assistive Technology
- Alternative Testing Site

Classroom Accommodation:

- Allowed to Record Lectures
- Reserved Front Seating
- Classroom Accommodation
(specify) _____

CeDAR:

- Tutor
- Note Taker
- Test Proctor
- Reader
- Assistive Technology

OTHER: _____
(Please Specify)

Approved accommodations will be based upon documentation of disability (ies) on file with CeDAR, and will include recommendations documented in the psycho-educational evaluation or doctor's statement.

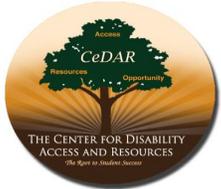
Student Signature: _____ **Date:** _____

PLEASE RETURN REQUESTS TO:

Center for Disability Access and Resources
 Florida A&M University
 640 Gamble Street
 Tallahassee, FL 32307-4900
 (850) 599-3180 Phone
 (850) 561-2513 Fax

CeDAR STAFF SIGNATURE: _____

CASE MANAGEMENT DATE: _____



DATE: _____

CENTER FOR DISABILITY ACCESS & RESOURCES Testing Accommodation Request Form

NAME:			
Student Number	Phone/Cell	Email Address:	
COURSE INFORMATION			
Course Title:		Course #:	
TESTING INFORMATION			
Testing Day:	Testing Time:	Assigned CEDAR Testing Day:	Assigned Testing Time:

Approved testing accommodations will be based upon documentation of disability (ies) on file with CeDAR, and will include recommendations documented in the most recent psycho-educational evaluation.

Student Signature: _____

Date: _____

SUBJECT: CeDAR Testing Procedures

The CeDAR supports the University by providing an alternative testing site, extended time, and proctors for exams to students with disabilities who request these accommodations from their instructor via a Request for Accommodation Form. The CeDAR staff will administer and proctor exams between 9:00am – **5:00pm daily, with the last exam scheduled at 3:00pm**. Please note, the CeDAR will have flexible hours during the Final Exams period and provide alternate times for students who have class, work, and/or illness conflicts.

In order to receive the Testing accommodation – students must comply with the following procedures:

- Remind/Inform professor about forwarding exam to the CeDAR
- Fill out the CeDAR Testing Accommodation Request Form; **Professor must sign this form**
- Speak with a CeDAR staff member
- Ensure the exam is taken on the date/time assigned;
- ****In order to be excused from an exam and allowed to sit at later date, an Official University Excuse is required****

Faculty Signature: _____ Faculty Email: _____

Date: _____ Phone: _____ Office Hours & Days: _____

NOTES: _____

METHOD of TEST PICK-UP: Email Fax # _____ Professor Pick-Up

PLEASE FORWARD REQUESTS TO (Tests Documents): Center for Disability Access and Resources

(850) 561-2513 Fax or Email: cedar@famu.edu

If you have any question please call: (850) 599-3180

CENTER FOR DISABILITY ACCESS AND RESOURCES

APPENDIX III

CENTER FOR DISABILITY ACCESS & RESOURCES

Reduced Course Load Request

Name: _____ Date _____

Student Identification Number: _____

Address _____

Street

City

State

Zip

Home Phone (_____) _____ Work Phone (_____) _____

Do you currently have documentation on file with the CeDAR that supports your request for a Reduced Course Load? YES _____ NO _____

Course Load Request _____

Rationale _____

(Please attach additional page if necessary)

STATEMENT OF UNDERSTANDING

I acknowledge that I have read the Policy on taking Reduced Course Loads while maintaining Full-time Status, and understand the potential impact of taking a reduced load on making sufficient progress toward meeting graduation requirements, course sequencing, billing, financial aid, and insurance coverage.

I understand that the reduced course load, if approved, is for the current semester only. I further understand that if at any time during the semester I drop below the accommodated minimum course load, I will lose my fulltime status and accept all the consequences which this change entails. In accepting reduced load/full-time status, if approved, I hereby accept these conditions and restrictions.

Student

Date

CeDAR Director

Date

CENTER FOR DISABILITY ACCESS AND RESOURCES

APPENDIX IV



Florida A&M University
Center for Disability Access and Resources
Assistive Technology Equipment Checkout Form

1. **Guidelines/General Policies for Equipment Checkout**
 - a. **Laptop computer checkout is available for a maximum of 24-hours Monday – Friday. Exceptions are possible under special circumstances, and should be appealed to the Disability Accommodations & Resource Coordinator.**
 - b. **Equipment must be reserved at least 24-hours in advance. Equipment not reserved in advance will be approved on a case-by-case basis by the CeDAR Staff.**
 - c. **Equipment is available for academic on-campus use only by faculty, staff and students. NO personal/recreational use is permitted under any circumstance.**
2. **The terms of the equipment loan will commence when this contract is signed by the borrower.**
3. **The loan will end when one of the following conditions are met.**
 - a. **The borrower is no longer enrolled in classes and the equipment is returned.**
 - b. **The borrower pays a replacement fee for the equipment (amount varies with equipment type)**
 - c. **The current semester ends and the borrower returns the equipment.**

Inventory#: _____

Description of Inventory: _____

Checked out by: _____ Checkout date: _____

Due Date: _____

To be used for what purpose: _____

To be used where: _____

<u>PERSONAL INFORMATION</u>			
Student Number: _____			
Last Name:	First Name:	Middle Initial:	
Local Address:	City:	State:	
Permanent Address:	City:	State:	
Home Phone:	Cell Phone:	Email Address:	

BORROWER AGREEMENT

If I have not returned the equipment to the CeDAR by the specified due date, regardless of the circumstances, in the same condition that it was received (normal wear and tear accepted), I will be deemed to have purchased the equipment. In such an event, my account with Florida A&M University will be charged a replacement cost. Until the debt is paid, or the equipment is returned in good condition, a property hold will be placed on my FAMU Account.

By signing below, I have determined that the equipment has no apparent defects and is in good condition upon checkout. I also acknowledge receipt of the equipment identified above and understand the equipment loan agreement.

Name (Print) _____ Signature _____

Date (mm/dd/yyyy) _____

Date Returned: _____ Checked-in by: _____

TESTING ACCOMMODATION FORM

COLLEGE OF LAW / CENTER FOR DISABILITY ACCESS & RESOURCES

By signing this form, I agree to comply with all CeDAR and College of Law testing accommodation policies and procedures for alternative testing. I understand that failure to do so may result in loss of the privilege.

In order to receive the Testing Accommodations, **IMUST**:

- Complete all CeDAR required paperwork and be approved for accommodations before submitting this form to the Office of Student Affairs at the College of Law.
- Not attempt to engage my professor about my exam. The student affairs team or the CeDAR will handle all communication on my behalf.
- Communicate with a student affairs team member to schedule my accommodated exam.
- Ensure the exam is taken on the date/time assigned by the student affairs team.
- Review my accommodated exam schedule to ensure that there are not any conflicts within the schedule, and in the event of a conflict I must notify the student affairs team in writing immediately.

*Exams will be administered between **9:00 am- 9:00 pm daily, with the last exam scheduled to end no later than 9:00 pm.** The student affairs team will have flexible hours and provide alternate times for students who can provide documentation that meets the standard reflected in the Rescheduled Exam Policy contained in the Student Handbook (pages 58-59).*

Student Signature: _____ Date: _____

For official College of Law staff use only:

RECEIVED BY: _____

DATE AND TIME: _____