



*Department of Human Resources*

**Dear Student:**

**There may be times Human Resources may need to contact you during this process. Please provide the following so we can contact you promptly.**

**Personal e-mail address:** \_\_\_\_\_

**Best phone number(s) to contact you:** \_\_\_\_\_

**Current Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

**Thank you very much for providing this information.**

**Office of Disability Services and Leave Management**

720 Westview Drive, SW  
Atlanta, GA 30310-1495

Telephone: (404) 752-1600  
Fax: (404) 752-1639



## Disability Accommodation Request Form

### Office of Disability Services

720 Westview Drive, NCPC Room 408

Atlanta, GA 30310

Phone: (404) 756-5200

E-Mail: ODS@msm.edu

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

Student Full Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Social Security # \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

Telephone Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Current E-mail Address \_\_\_\_\_

Classification: \_\_\_\_\_ Prospective Student Semester you will begin: \_\_\_\_\_

\_\_\_\_\_ Current Student

What is the nature of your impairment? (Check all that apply)

\_\_\_\_\_ Learning Disability

\_\_\_\_\_ Attention Deficit/Hyperactivity Disorder

\_\_\_\_\_ Medical/Physical Impairment

\_\_\_\_\_ Psychological Impairment

Other \_\_\_\_\_

Please list in the space below and/or on the attached sheet the accommodation(s) you will likely request. Explain why and how it relates to your disability/impairment:

\_\_\_\_\_  
\_\_\_\_\_

In what semester are you requesting these accommodations to begin? \_\_\_\_\_

### **RELEASE OF INFORMATION**

In order to explore possible coverage and reasonable accommodations, it is at times necessary for the Office of Disability Services to make appropriate disclosures of the documentation the student has submitted to our office (DARF, Medical Verification Documentation, diagnosis, personal requests/statements) to providers such as licensed physicians, psychologists or other qualified professionals, and to discuss the student's impairment with other faculty and professional staff at MSM on a need-to-know basis. I hereby give permission for the Office of Disability Services to exchange information regarding the documentation I have submitted to the ODS with my provider(s) (physician, psychologist, or other qualified professional), and to discuss my impairment with the School's faculty and professional staff. This authorization will remain in effect for the duration of the student's enrollment. I understand that I may revoke this release of information privilege at any time by informing the ODS. I understand that this information is desired in order to assist those who are helping with my education and request for accommodation(s), and that my refusal to authorize consent may result in a denial of specific accommodations. I also understand that my disability documentation will be kept on file for five years and that I should keep a copy of any records pertaining to my disability.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

## **Requested Accommodations**

Please indicate the accommodation(s) you are requesting. Academic accommodations and other services are addressed and provided on an individual basis based on the documents received from a licensed professional.

- Letter listing approved accommodations for students to provide to faculty
  - Special meeting with Course Instructor for breakdown in Syllabi and/or assignments
  - Extended time, readers, or scribes for in class coursework and examinations
  - Alternative testing environment
  - Enlarged-print exams
  - Note takers
  - Interpreters for the deaf
  - Assistive technology
  - Supportive counseling
  - Accessibility information
  - Registration assistance
  - Referral to other campus and community resources
  - Consultation with faculty and staff regarding on-campus situations which constitute an accommodation challenge
  - Other Accommodations not listed above:
-



**AUTHORIZATION FOR RELEASE OF INFORMATION**

**I, (print student name)** \_\_\_\_\_ **ID#:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, State, Zip Code:** \_\_\_\_\_

**do hereby authorize, (Name/contact information of the certified diagnostician or doctor)**

**Name of individual or institution:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, State, Zip Code:** \_\_\_\_\_

**to release the following information to:**

**Morehouse School of Medicine  
Office of Disability Services  
720 Westview Drive, Harris Building, Room 132  
Atlanta, GA 30310  
Phone: (404) 756-5200 Fax: (404) 752-1639**

**The following information (please check all that apply):**

\_\_\_ Medical Reports \_\_\_ Medical History \_\_\_ Social History

\_\_\_ Teacher Progress Reports \_\_\_ School Transcripts \_\_\_ I.E.P.'s/Transition Plan

\_\_\_ Psychological Evaluation \_\_\_ Other: \_\_\_\_\_

I understand that I have the right to inspect and to copy any or all of the above information, which is to be used to determine appropriate educational and/or supportive services.

This authorization is limited to the information specified above. I understand that I have the right to revoke this authorization at any time by submitting a written request and that my refusal to consent to the release of these records will prevent disclosure to the individual or institution named above. I also understand that certain refusals to authorize disclosure may result in MSM having insufficient information to assess my academic adjustment requests and, in some instances, may impact its ability to award an academic adjustment.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Office of Disability Services  
720 Westview Drive  
Harris Building, Room 132  
Atlanta, GA 30310  
Phone: (404) 756-5200  
Fax: (404) 752-1639*

# **Office of Disability Services**

**Accommodations Services for Students with Disabilities**



**Registration and Information Packet**

**Morehouse School of Medicine**

**Office of Disability Services**

**720 Westview Drive, S.W.**

**Harris Building, Room 132**

**Atlanta, GA 30310**

**(404) 756-5200**

**ODS@msm.edu**

**Morehouse School of Medicine  
Office of Disability Services  
720 Westview Drive, S.W.  
Harris Building, Room 132  
Atlanta, GA 30310  
(404) 756-5200  
ODS@msm.edu**

### **Guidelines for Requesting Accommodations**

Morehouse School of Medicine's Office of Disability Services is committed to providing an equitable and inclusive environment for all members of the community. It is the policy and practice of the Office of Disability Services to comply with the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act (ADAAA), 504 of the Rehabilitation Act of 1973 and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual shall be denied access to or participation in events, programs or services at the School. Through outreach and education, our office will promote access and awareness to all members of our MSM community.

Reasonable academic adjustments s will be made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available services and make their needs known to the Office of Disability Services and discuss possible academic adjustments.

Students who believe they have a disability that require reasonable academic adjustments should make contact with the Office of Disability Services to discuss his/her needs. The following steps should be followed to ensure a smooth process:

#### **Self-Identification**

1. The students identify themselves as having a disability by meeting with the Office of Disability Services. Students can request an appointment by phone (404) 756-5200, or e-mail ODS@msm.edu.
2. During the initial contact with the Office of Disability Services, an Initial Intake Form is completed and the following is evaluated with the student: the nature of the disability, the student's service expectations and the type of disability documentation guidelines that best suit their needs. Students are encouraged to submit complete, current documentation at the earliest possible date to ensure reasonable academic adjustments are granted in a timely manner. Late requests, partial or old documentation may delay the academic adjustment process.

### **Eligibility for Services**

In order to receive services from the Office of Disability Services, you must provide documentation of your disability from a qualified professional that makes evident the current impact of the disability as it relates to the academic adjustment(s) requested. Once documentation is received, eligibility will be evaluated on a case-by-case basis.

### **Documentation Guidelines**

Students requesting services and academic adjustments for a disability will be required to submit documentation to verify eligibility for services under Section 504 and ADAAA. To assist students in assembling appropriate documentation to support their request for academic adjustments, the Office of Disability Services has specific documentation guidelines for their disability. Carefully read the general guidelines on this page and the guidelines applicable to your disability or disabilities, as you are responsible for submitting documentation that complies with these guidelines. We recommend providing a copy of the guidelines to your qualified professional before the preparation of your documentation. If a student and/or qualified professional wishes to discuss the documentation guidelines, s/he can contact the Office of Disability Services by phone (404) 756-5200 or via e-mail at [ODS@msm.edu](mailto:ODS@msm.edu).

All documentation must be completed by a qualified professional. A "qualified professional" is defined as a **licensed** physical or mental health care provider who has had extensive training in the field related to the student's disability. This would include a licensed physician, psychiatrist, psychologist, clinical or educational psychologist, school psychologist, neuropsychologist, or a learning disability specialist with the license to diagnose according to the *DSM-IV/DSM-IV-TR*. Regardless of professional background, it is not appropriate for the evaluation to be done by a member of the student's immediate or extended family. Also note that it is the student's responsibility to pay all costs involved in obtaining evaluations and documentation of a disability.

**Please see the following guidelines and submit documentation of your disability using one of the following verification criteria:**

- ADD/ADHD
- Learning Disability
- Medical/Physical Disability
- Psychological Disability

Documentation should be sent directly to Morehouse School of Medicine's Office of Disability Services directly from the Licensed Professional, rather than from the student or the student's family.

In addition to the documentation criteria that are submitted from your Licensed Professional, the Office of Disability Services must also receive these completed documents in order for the file review process to begin:

- Release of Information

- Confidentiality Statement
- Requested Accommodations Form

Personnel from the Office of Disability Services will also gather information from instructors and course directors about the academic requirements for the student's classes and what types of reasonable academic adjustments might assist the student in meeting the academic requirements of the courses, including practicum experiences. The students also will be asked to participate proactively in understanding the academic requirements and providing insights into the reasonable academic adjustments that would allow the student to fulfill the academic requirements. The Office of Disability Services will consider any recommended reasonable modification or adjustment that would enable the student to have an equal opportunity to benefit from the academic program, and will take into consideration the extent of the student's disability (if any), the student's prior use of academic adjustments, the nature and complexity of program content, and the modes through which course content is presented.

#### **Notification of Decision Regarding Request for Reasonable Academic Adjustments**

1. Initial determination of eligibility will take up to seven (7) working days. In the case of discrepancies with documentation, other individuals will be consulted on a need to know basis.
2. Students will receive a written response from the Office of Disability Services in a timely manner notifying him/her of the outcome of his/her request for academic adjustments. You will be contacted by the Office of Disability Services staff with the results of your file review. All decisions with regard to reasonable academic adjustments will be delivered to the student in writing during an appointment with the ODS or by mail at the address provided by the student.
3. If any reasonable academic adjustments are granted, you must make an appointment to meet with the Office of Disability Services. At this appointment, you will receive instructions on how to effectively use your approved academic adjustments and next steps to complete the registration process.
4. After reasonable academic adjustments are granted to the student, the Office of Disability Services will provide an individualized Letter of Accommodations addressed to the student's instructors. The student will then deliver the letters with the approved academic adjustments to his/her instructor. Students are encouraged to submit these letters as early as possible to ensure that the instructor is aware of the academic adjustments the student is eligible to receive.

#### **Grievance Procedure**

Any MSM student who believes that he or she has been denied academic adjustments required by law shall have the right to invoke the Office of Disability Services Grievance Procedure. This Grievance Procedure is designed to address disagreements or denials regarding requested services, academic adjustments, or modifications to School academic practices or requirements. For more information regarding this process, please see the ODS Grievance Procedure.



## **Grievance Procedure**

Morehouse School of Medicine is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in School programs or activities due to his or her disability. MSM is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) as amended by the Americans with Disabilities Act Amendment Act (ADAAA), as amended, and the Rehabilitation Act of 1973 (section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities.

Any MSM student who believes that he or she has been denied academic adjustments required by law shall have the right to invoke the Grievance Procedure. This Grievance Procedure is designed to address disagreements or denials regarding requested services, academic adjustments, or modifications to School academic practices or requirements.

The Grievance Procedure is not intended and shall not supersede other MSM policies and procedures, which may exist for addressing alleged violations of ADA and/or Section 504, and other issues of concern for which separate School policies and procedures exist, including for example, academic deficiencies. Students are encouraged to consult with the Manager of the Office of Disability Services (ODS) regarding the most appropriate School policy or procedure to address a particular concern.

## **Informal Grievance Procedure**

With respect to any grievance covered under this policy and as a prerequisite to initiating one of the formal grievance procedures, a student shall first attempt to resolve his or her complaint informally by meeting with the Manager of the ODS. If the grievance is not resolved informally, then the student shall have the right to invoke the appropriate formal grievance procedure detailed below.

## **Formal Grievance Procedure for the Denial of Academic Accommodations and Services**

1. An otherwise qualified student with a disability, as defined by the ADA and the Rehabilitation Act, shall have the right to request that MSM's Chief Compliance Officer review the denial of any requested academic accommodation or service.
2. The Chief Compliance Officer or his/ her designee shall assess the formal complaint and review all information necessary to render a written determination. If requested, the student shall supply any additional information and/or documentation as requested by the Chief Compliance Officer or designee. The Chief Compliance Officer or designee will issue a written Letter of Determination on the student's Review Request.
3. If the student disagrees with the Chief Compliance Officer's determination, the student may seek a review with the Dean and Executive Vice President. The student shall submit a written letter requesting a review of the complaint.

4. The Dean and Executive Vice President shall review the student's letter, all pertinent records, and documentation. After completing the review, the Dean and Executive Vice President will provide a letter of determination to the student.

**Office of Civil Rights (OCR) Complaint**

Although students are encouraged to attempt to resolve complaints pertaining to disabilities by using this Grievance Procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR).

## **CONFIDENTIALITY STATEMENT**

Disability documentation submitted to the Office of Disability Services (ODS) is considered confidential information and does not become part of a student's permanent record. Disability information is housed in a confidential file in the ODS. Students should retain a copy of their disability documentation for their personal records. Information related to a disability may be disclosed only with the permission of the student or as permitted by federal and state law. At the same time, however, a student's right to privacy must still be balanced against the institution's need to know the information in order to provide requested and recommended services, academic adjustments and accommodations. Therefore, in the interest of serving the needs of the student, the provision of services may involve the ODS disclosing disability information to appropriate School personnel who are participating in the accommodation process, including requests for academic adjustments. The amount of information that may be released is determined on a case-by-case basis. Disability related information will be treated in a confidential manner in accordance with federal and state regulations.



## GUIDELINES FOR DOCUMENTATION OF SPECIFIC LEARNING DISABILITIES

Under the Americans with Disabilities Act (ADA) of 1990, as amended as amended by the Americans with Disabilities Act Amendment Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights to reasonable academic adjustments based upon documentation. The documentation must indicate the disability substantially limits some major life activity including learning. The following guidelines were developed by the *Association on Higher Education and Disability (AHEAD)*, and are provided in the interest of assuring that documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

### THE NEUROPSYCHOLOGICAL OR PSYCHOEDUCATIONAL EVALUATION

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must be submitted on letterhead of the qualified professional, and it must provide clear and specific evidence of a learning disability. It is not acceptable to administer one test, nor is it acceptable to base a diagnosis on only one of the several subtests. Specifically, the evaluation must adhere to the following criteria:

1. Testing must be *current* (within the past three years).
2. Testing must indicate a *specific diagnosis from the DSM-IV* - please note that individual "learning styles", "learning differences", and "academic problems" in and of themselves do not constitute a learning disability. The nature and the severity of the disability must be supported by the psychoeducational assessment.
3. Actual test scores must be provided (standard scores for all normed measures or percentiles are accepted, grade equivalents are not unless standard scores/percentiles are also included).
4. Test scores must show evidence of *significant discrepancies (a minimum of 15 points)* and *intra-individual differences*.
5. A description of requested academic adjustments including the rationale must be provided.
6. A qualified professional must conduct the evaluation. They must indicate licensure or certification on the assessment.

Minimally, domains to be addressed must include the following:

#### A. Aptitude

**A complete aptitude battery is required with all subtests and standard scores.** This should include one of the following:

\*Wechsler Adult Intelligence Scale (WAIS III Revised) (the preferred instrument)



\*Woodcock Johnson Psychoeducational Battery-Revised: Test of Cognitive Ability

\*Standard-Binet Intelligence Scale: Fourth Edition

Note: The Slosson Intelligence Test-Revised and the Kaufman Adult Intelligence Test do not constitute adequate intelligence test measures.

### B. Achievement

**A complete achievement battery is required with all subtest and standard scores.** This battery may include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to:

\*Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement

\*Wechsler Individual Achievement Test (WIAT)

\*Stanford Test of Academic Skill (STAS)

\*Scholastic Abilities Test for Adults (SATA)

\*Specific achievement tests such as the Test of Written Language-2 (TOWL),

Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test

Note: The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement, and therefore is not acceptable if used as the sole measure of achievement. Also, the Nelson-Deny is not an appropriate diagnostic measure of reading achievement. It is a useful screening instrument when administered under standardized conditions, but it should not be used as a basis for a diagnosis.

### C. Information Processing

Specific areas so information processing (i.e. short- and long- term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, motor ability) ability is assessed. Acceptable instruments include but are not limited to:

\*Detroit Test of Learning Aptitude-3 (DTLA-3)

\*Information from subtests of the WAIS III, or the Woodcock-Johnson Tests of Cognitive Ability

\*Other instruments relevant to the present learning problem

These guidelines are designed to assist individuals who have documented learning disabilities in receiving reasonable academic adjustments under the law. By providing a current and comprehensive battery of tests which support the requests for academic adjustment on the basis of substantial limitation to learning, each individual will be provided an opportunity to demonstrate his/her abilities at the post-secondary, graduate and professional level as well as with testing and licensing agencies.

## **GUIDELINES FOR DOCUMENTATION OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDERS**

Under the Americans with Disabilities Act (ADA) of 1990, as amended by the American with Disabilities Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, individuals with attention-deficit/hyperactivity disorders (AD/HD) are guaranteed certain protections and rights to reasonable academic adjustments based upon documentation. The documentation must indicate the disability substantially limits some major life activity including learning. The following guidelines were developed to ensure documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

### **Evaluator's Qualifications**

Professionals conducting assessments, rendering the diagnosis of AD/HD, and making recommendations for academic adjustments must be qualified. In general, clinical psychologists, neuropsychologists, and psychiatrists would be considered qualified to evaluate and diagnose AD/HD. The name, title, and professional credentials of the evaluator, including license or certification number, must be clearly stated on submitted documentation. The professional should have experience with an adolescent or adult AD/HD population. It is not considered appropriate to evaluate members of their families. Documentation from a family member will not be accepted.

### **Documentation**

The impact of AD/HD on an individual changes over time, therefore in order to provide the most appropriate accommodation(s), AD/HD documentation must be current. Documentation should be within the last three years. If current documentation is found to be incomplete, an update may be required. In order for documentation to be complete, the following items should be included in the documentation:

- Evidence of early impairment as AD/HD is first exhibited in childhood and is manifested in various settings.
- Description of current manifestations, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has impaired functioning and limited the student in learning.
- Diagnosis and corresponding DSM-IV codes with the date of the diagnosis.
- An explanation of how the disability and/or related medication and treatments interfere with participation in courses, programs or services.
- Information on any current medication, including dosage and frequency.

Other supporting documentation may be accepted along with the above items to better understand the student's need for reasonable academic adjustments. These documents may include but are not limited to: records on standardized tests, transcripts, and previous psycho-educational evaluation.