

HANDBOOK

FOR

STUDENTS WITH DISABILITIES

CALVARY BIBLE COLLEGE AND THEOLOGICAL
SEMINARY
KANSAS CITY, MO

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**CALVARY BIBLE COLLEGE AND THEOLOGICAL SEMINARY
HANDBOOK
FOR
STUDENTS WITH DISABILITIES**

Mission

Calvary Bible College and Theological Seminary is an independent, nondenominational institution providing undergraduate and graduate education which prepares Christians to live and serve in the church and the world according to a biblical worldview.

Purpose

The purpose of every program at Calvary is to teach students Bible and theology and to prepare them for Christian ministry.

Disability Service Goals

1. To provide a safe, comfortable, and caring place of contact and support for students with disabilities.
2. To understand the manifestation of the student's disability and to implement appropriate accommodations that address the student's limitations.
3. To treat persons with disabilities with dignity and respect and to view disability issues as matters of diversity.
4. To facilitate ongoing improvements in areas of structural access, assistive technology, accommodation availability, community education, and administrative advocacy.
5. To assist students with disabilities in their professional development by encouraging them to participate in activities such as leadership experiences and career internships.

Section 504

Section 504 of the Rehabilitation Act of 1973 states:

No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

One of the first areas that required further elaboration in the Act concerned the term "qualified handicapped individual." Congress passed the Rehabilitation Act Amendments of 1974 in an attempt to clarify participant eligibility.

(a) Section 7(6) of the Act was amended by adding the following new sentence: "For purposes of Titles IV and V of this Act, such term means any person who (A) has a physical or mental impairment which substantially limits one or more of such person's

major life activities, (B) has a record of such impairment, or (C) is regarded as having an impairment.”

Under the provisions of Section 504, colleges and universities may not:

- Limit the number of students with disabilities admitted.
- Make preadmission inquiries as to whether or not an applicant is disabled.
- Use admission tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants, because special provisions were not made for them.
- Exclude a student from a course of study.
- Counsel a student with a disability toward a more restrictive career.
- Measure student achievement using modes that adversely discriminate against the student with a disability.
- Institute prohibitive rules that may adversely affect students with disabilities.

What does “otherwise qualified handicapped person” mean?

An “otherwise qualified handicapped person” is defined as one who meets the academic and technical standards requisite to admission or participation in the institution’s programs and activities. In other words, an individual with a disability must meet the same standards for admission and participation as any other student. If at some point a student with a disability no longer meets the required standards for participation in a program, he/she is then considered not otherwise qualified.

Student Responsibilities

It is the responsibility of you, a student with a disability, desiring specific accommodations, to identify yourself and provide appropriate documentation. To do this, you must apply for support services with the Academic Accommodations Coordinator. Accommodations and resources such as appliances, books on tape, note-taking, interpreters, and other assistance must be planned well in advance. The college cannot be held responsible for meeting needs not explicitly expressed to the institution. After applying and qualifying for support services, the student is then to either speak with each of his/her professors alerting them to the specific accommodations needed or give permission to the Academic Accommodations Coordinator to do it for you. The student must fill out the Accommodation

Limitations of Facilities

Calvary Bible College sits on a 1950s air force base. There are some limitations for those with physical disabilities. It is the student’s responsibility to let the Academic Accommodations Coordinator know what his or her physical disabilities are so that we can prepare and accommodate within the school’s jurisdiction. Prospective students with disabilities are welcomed and encouraged to visit the campus of Calvary Bible College and Theological Seminary.

Confidentiality

A file will be opened for any student who contacts the Academic Accommodations Coordinator and expresses a desire to receive accommodations, receives clinical referral, or submits documentation of disability. Files will remain open as the student maintains contact with Disability Services. A staff member will attempt to reach by phone, email, or letter any student with an open file who does not have contact with the Academic Accommodations Coordinator for more than one semester. Student files may be closed if the student does not respond to staff attempts at contacting him or her. Files may also be closed at any time at the request of the student. Closed files will be maintained for a minimum of five years and will then be destroyed.

All documentation and information kept in the files of the Office of Academic Accommodations are confidential. No information regarding a student with a disability will be shared without a signed consent form. It should be noted that this includes sharing information with parents whose child is of the age of majority.

Acceptance to the College

As soon as the college has informed you concerning the outcome of your application for admission, it is extremely important to contact the Academic Accommodations Coordinator in a timely fashion. Providing accommodations requires time and planning, so the sooner the process is started, the better the college can meet those needs.

Orientation

All entering freshman and transfer students must attend orientation. A part of the orientation process includes placement testing and advising. It is important to contact the Academic Accommodations Coordinator well in advance of orientation if accommodations will be needed for placement testing or course scheduling.

Advising and Registration

Academic advisors are available to assist students with academic program planning. Such planning may include selection of appropriate courses, consideration of classroom and building accessibility, and planning for adequate travel time between classes. Academic assistance is available in The Learning Center.

Health Services

Prior to enrollment, you should discuss your medical needs with Student Dean's Office personnel so that the staff can become familiar with your disability and medical needs. Referrals to local specialists familiar with a particular condition may be made, if needed. The Student Dean's Office maybe contacted at 816-322-0110.

Financial Aid

The application process for financial aid should start at about a year in advance of when you plan to begin college. If the paperwork is finished well in advance of deadlines, you will be better able to deal with any unexpected problems which may occur.

If you plan to request financial assistance from Vocational Rehabilitation, it is especially important that you complete the application process as soon as possible. Vocational Rehabilitation assistance is viewed as a resource to be used in addition to the funds the student/parents can provide. Therefore, applications for financial aid (particularly the Pell Grant) must be made before Vocational Rehabilitation can determine the amount of help they will provide. Basic financial aid information may be obtained by contacting the Calvary Bible College Financial Aid Office at 816-322-0110.

You have the responsibility in meeting deadlines, keeping counselors informed of Calvary Bible College requirements and due dates, and letting them know of progress toward academic and vocational goals.

Application Process for Receiving Support Services

1. Pick up and complete the Application, Release of Information, and Accommodation Request, from the Academic Accommodations Office.
2. A file will be created which will contain the Application, Release of Information, Accommodation Request, submitted documentation, high school transcript, and your ACTs.
3. This file will be reviewed by the Academic Accommodations Office and when necessary, assist in evaluating the presented documentation.
4. It will be determined if there is enough information to declare you eligible for accommodations as a student with a disability.
5. After acceptance of an application, the Academic Accommodations Coordinator will discuss with you what may constitute as an appropriate and reasonable accommodation. The Academic Accommodations Coordinator will work with you in implementing the accommodation, recognizing that you must voice your needs. It is imperative that you maintain an open line of communication with the Academic Accommodations Coordinator to avoid delays and misunderstandings.

Adequate Documentation

The documentation provided must be completed by an individual qualified to make the diagnosis stated in the application. The diagnostician should be an impartial individual who is not a family member of the student. In addition to submitting a completed Application, the following items should be included in all documentation submitted for consideration:

- A clear statement of the disability.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Medical information relating your need, including the impact of medication on your ability to meet the demands of the college environment.
- Information on how the impairment impacts your ability to participate in the activities at Calvary.
- Suggestions of reasonable accommodation which might be appropriate at the college level. Recommendations should be supported by the diagnosis.
- Information on how the impairment substantially limits one or more major life activities as defined by Section 504 and the ADA.

Age of Documentation

Documentation provided must show that you have a current disability and will need an academic adjustment. A postsecondary school is not responsible to conduct or pay for an evaluation in order to document your disability and need for an evaluation.

Academic Transcripts

The Academic Accommodations Office will obtain transcripts on all students with open files at the end of each semester to track academic progress. No information about disability status will appear anywhere on the student's transcript.

Privacy of Records

All student files and records are maintained in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under FERPA, students have the right to access and view their files. Disability Services may also share information with appropriate college personnel on a need to know basis only. In most circumstances, clinical information, such as test data and diagnostic information will not be released to faculty or staff.

Release of Clinical Documentation to Students

Students requesting to obtain copies of their clinical documentation from the Academic Accommodations Office must contact the Coordinator. Documentation provided directly from the student to the Academic Accommodations Office will be released to the student. Documentation provided directly to the Academic Support Office from a health or mental health clinician will not be released to the student without authorization from the clinician. Students wishing to obtain documentation provided directly from a clinician are to contact the clinician to request the documentation.

Release of Clinical Documentation to Third Parties

Students wishing to have documentation sent to third parties (e.g, clinicians, Vocational Rehabilitation, Educational Testing Services, or other universities) must make a request to the Coordinator and must sign a release of information form available from the Academic Accommodations Office. Documentation will only be released to persons and/or entities that are considered appropriate recipients of the information. When released, the documentation will be sent directly to the third party. If the documentation release is for the purposes of receiving accommodations on standardized tests (e.g. GRE) or for purposes of receiving accommodations at another academic institution, the Academic Accommodations Office reserves the right to inform the recipient of the student's accommodation history at Calvary Bible College and Theological Seminary.

Photocopying Files

While students may access and view their Academic Accommodations Office file, photocopying of the file is discouraged in most cases. Should a student desire to photocopy the contents of his/her file, a written request must be made to the Academic Accommodations Coordinator. Additionally, please know that under FERPA, students have the right to inspect, but not necessarily, to copy their records.

Role of Support Services

The main goal of the Academic Accommodations Office is to provide equal access to the academic programs of Calvary Bible College and Theological Seminary, for students with disabilities. By using various tools and services, the office works with the student to determine the appropriate accommodations needed to ensure equal opportunity. The office works to provide an equal opportunity for success or failure in the classroom, and not to guarantee success. Success in college is dependent upon many factors including ability, attitude, and willingness to work hard. The College and Seminary does not have a specific program (i.e. special curriculum) uniquely designed for students with disabilities.

Requesting Accommodations

After a student has been declared eligible for accommodation, an Accommodation Release of Information form must be completed and returned to the Academic Accommodations Office at the beginning of each semester. All requests for accommodations are granted or denied based on the documentation provided.

Students are highly encouraged to communicate with their professors regarding the need for accommodations. The reasons for this are as follows: First, it helps initiate a dialogue concerning your disability between you and the instructor. It gives you control in identifying yourself as a student with a disability. Finally, it creates an opportunity to respond to your needs more quickly. Communication is the key. It is essential to maintain clear lines of communication

between you and your instructors as well as with the Academic Accommodations Office. However, The Learning Center Coordinator can communicate to the faculty if the student doesn't desire to communicate with them.

Types of Accommodations

Accommodations are considered on a case-by-case basis. The following list contains those accommodations used most. This does not preclude other accommodations deemed necessary and reasonable. It is your responsibility to notify the Academic Accommodations Office if there is a problem with any accommodation being provided.

Alternate Testing

It is your responsibility to schedule any exams that are to be proctored by the Learning Center. To schedule an exam, you must complete and return the Exam Proctor Request form to the Learning Center **three** days prior to the exam date. Test accommodations may include but are not limited to:

- extended time
- oral exam
- alternate format
- use of a pocket speller
- use of a reader or scribe

Alternate testing protocols

Exam Administration:

- Students taking exams in the Learning Center must arrive on time. If a student arrives late, the original extended time will be enforced.
- After arrival, the student is to promptly begin the exam. No additional time will be allowed for review or study.
- Only requests that require a specific accommodation will be honored. This service is not to be used for make-up exams which do not require specific accommodations.
- Evidence of cheating will be addressed as outlined in the Student Life Handbook and the College Catalog.

Books on CD or MP3

Assistance is provided in securing books on CD or MP3 through scanning the books on ISpeech for those with Dyslexia or Reading Comprehension Disorders. Due to the amount of planning needed for this accommodation, you must work closely with the Academic Accommodations Coordinator and The Learning Center.

1. The student must provide The Academic Accommodations Coordinator with documentation of the learning difficulty that requires audio accommodations.
2. There is no cost for this service.
3. The student must **own** the books to be scanned.
4. Requirements for scannable books:

- a. They must be able to lay flat (this implies possible alterations to the materials *may* be necessary—e.g. cutting off the binding, etc.).
 - b. Multiple textboxes, charts, or photos inhibit effective character recognition scanning. Therefore, materials to be scanned must be approved by The Learning Center staff.
5. As a result of the scanning, the student will receive a CD which will contain PDF, MP3 and Microsoft Word versions of the text. The PDF is readable without internet access. The Microsoft Word document is readable on ISpeech free on-line Text-to-Speech service. The MP3 is downloadable to IPod, etc..
 6. The sooner the materials are given to The Learning Center, the sooner the process can be completed.
 7. The Learning Center is not responsible for late assignments. However, they will do their best to give prompt service.
 8. Duplication of materials is prohibited. Original materials will be returned to the owner upon completion of the process.

Books on Kindles:

Assistance is provided in securing books in Kindle format for those with Dyslexia or Reading Comprehension Disorders. Kindle has a reader built into it so that those who struggle with reading can listen and read along. There are only select textbooks that have been put in Kindle format, thus, some textbooks will still need to be scanned.

1. The student must provide the Academic Accommodations Coordinator with documentation of the learning difficulty that requires audio accommodations.
2. There is no cost for this service.
3. The student does not need to purchase the book, because the format of the Kindle does not allow the student to keep the book.
4. The student must request from the Library those books that are accessible through Kindle. Allow up to 24 hours for processing.
5. The student must sign an agreement form that states that the student takes full responsibility of the kindle, therefore if it breaks or gets cracked, the student will be charged for the damages.
6. The student must charge the battery at the Library. The battery will last up to 30 readable hours. Allow up to 4 and a half hours for the battery to be fully charged.
7. If the student has not had to recharge the battery in a month they will need to check the Kindle back into the Library once a month, and then they may have access to it again that same day. This allows the Library staff to make sure the Kindle is in good working condition.
8. The student **MUST** check the Kindle back into the Library before they leave each semester, or they will be charged the cost of the Kindle.

Priority Registration

Priority registration allows a student to submit a proposed class schedule for a given semester with the assurance that every effort will be made to fulfill the requested schedule. This is helpful for those individuals using books on tape or other accommodations which require significant pre-planning.

Language Substitution

For those individuals who are seeking a BA degree and because of a disability, learning a foreign language would be significantly difficult, a process exists to allow the student to meet the language requirement with the help of tutoring.

Other Accommodations

Accommodations for students with disabilities are considered on a case-by-case basis. Accommodations may include any number of those listed above as well as other accommodations deemed reasonable and necessary by qualified professionals.

Accommodation Request Checklist

- Submit completed application for support services.
- Consult with The Learning Center to determine accommodations (ext. 1401).
- Submit completed release form EACH semester.
- Submit completed Accommodation Request form EACH semester. Be sure all accommodations needed are listed.
- Discuss your needs with each instructor (optional).
- Maintain communication with your instructors and the Academic Accommodations Office.

General Services offered by The Learning Center:

The Learning Center offers one-on-one tutorial services to any Calvary Bible College and Theological Student. Free tutoring sessions are conducted by qualified staff who are available during scheduled hours. A maximum of three one-hour sessions is allowed per week for full-time students. Tutoring areas include: study skills assessment and evaluation (learning style profiling, note taking, test preparation and taking), time management (evaluation, scheduling, and stress management), reading and writing skills (grammar; brainstorming, researching, composing, and editing papers). Scanning books for the ISpeech Program. Biblical language tutors are available for Greek; tutoring in specific subject areas is obtainable upon request and according to available expertise.

APPENDIX A

ASSOCIATION ON HIGHER EDUCATION AND DISABILITY GUIDELINES

Adopted July 1997

Department of Education Guidelines

Documentation Guidelines

I. Qualifications of the Evaluator

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

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologist, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

II. Documentation

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

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

III. Substantiation of the Learning Disability

Documentation should validate the need for services based on the individual's current

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

A. Diagnostic Interview

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

B. Assessment

The neuropsychological or psycho-educational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment and any resulting diagnosis should consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity must be provided. A list of commonly used tests is included in Appendix B. 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.

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).

IV. Recommendations for Accommodations

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

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

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

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

V. Confidentiality

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

APPENDIX B

Recommendations for Consumers

1. For assistance in finding a qualified professional:
 - contact the disability services coordinator at the institution you attend or plan to attend to discuss documentation needs; and
 - discuss your future plans with the disability services coordinator. If additional documentation is required, seek assistance in identifying a qualified professional.
2. In selecting a qualified professional:
 - ask what his or her credentials are;
 - ask what experience he or she has had working with adults with learning disabilities, and
 - ask if he or she has ever worked with the service provider at your institution or with the agency to which you are sending material.
3. In working with the professional:
 - take a copy of these guidelines to the professional;
 - encourage him or her to clarify questions with the person who provided you with these guidelines;
 - be prepared to be forthcoming, thorough, and honest with requested information; and
 - know that professionals must maintain confidentiality with respect to your records and testing information.
4. As follow-up to the assessment by the professional:
 - request a written copy of the assessment report;
 - request the opportunity to discuss the results and recommendations;
 - request additional resources if you need them; and
 - maintain a personal file of your records and reports.

Revised December, 2003.

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APPENDIX C

Tests for Assessing Adolescents and Adults

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

Aptitude

- *Wechsler Adult Intelligence Scale - Revised (WAIS-R)*
- *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test*
- *Stanford-Binet Intelligence Scale (4th ed.)*

The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Academic Achievement

- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills*
- *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement*
- *Wechsler Individual Achievement Test (WIAT)*

or specific achievement tests such as:

- *Nelson-Denny reading Skills Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 3 (TOWL-3)*
- *Woodcock Reading Mastery Tests – Revised*

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The *Wide Range Achievement Test - 3 (WRAT-3)* is not a comprehensive measure of achievement and therefore is not useful if used as the sole measure of achievement.

Adopted by the Association on Higher Education and Disability July 1997

Information Processing

Acceptable instruments include the *Detroit Tests of Learning Aptitude - 3* (DTLA-3), the *Detroit Tests of Learning Aptitude - Adult* (DTLA-A), information from subtests on *WAIS-R*, *Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability*, as well as other relevant instruments.

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