

The University of Alabama in Huntsville (UAH) provides academic support services to individuals with disabilities through the Disability Support Services (DSS) Office. Any student who has a documented disability that impedes or interferes with optimal learning and functioning can request coordination of appropriate academic support services by applying for services at the DSS Office.

Procedure to Receive Disability Accommodations

1. Apply and be accepted for admission at UAH. All students go through standard admission procedures.
2. Call 256.824.1997 and schedule an intake appointment with Kelly Cothran.
3. Complete an [application](#) for DSS and bring it with you to your intake appointment.
4. In the intake appointment, we will discuss your history, symptoms, and ways to provide access moving forward.
5. Have your physician mail or fax a letter to DSS with your diagnosis and requested accommodations.
6. A student is considered registered with DSS when they have submitted an application, submitted a letter from the physician, and have completed an intake with Kelly Cothran.

Remember to complete and submit a Letter of Accommodation Request form each semester to continue to receive accommodations.

IMPORTANT –The documentation criteria should be given to your physician or evaluator.

The UAH Disability Support Services (DSS) Office provides academic accommodations to students with disabilities. Please have the appropriate licensed health professional type a letter on their letterhead with the diagnosis of the disability. An evaluation performed by a qualified professional (such as a licensed physician or audiologist) should be provided to the UAH Disability Services in addition to the application provided by the student.

NOTE: No application to DSS will be considered without all information.

Professional Checklist:

- 1. Please describe how this disorder exhibits itself as a **current substantial limitation to a major life activity** in a college academic environment.
- 2. Please provide your recommendations for reasonable academic accommodations to equalize this student's opportunities at a post-secondary level. Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing** the student's opportunities.
 - ❖ Please include any record of the student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful. [Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in post-secondary education.]
- 3. Please describe any relevant information you may have, that has not been addressed, regarding this student's potential for success at UAH.
- 4. In your report, please ensure that the following information is included: Your name and signature, your degree, license and certification information (including title and credentials), place of employment, the date, and contact information written on letterhead.

Please return your report by mail, fax, or hand carry to:

UAH Disability Support Services
128 Wilson Hall
301 Sparkman Drive
Huntsville, AL 35899
256-824-1997 (phone)
256-824-5655 (fax)

IMPORTANT –The documentation criteria should be given to your physician or evaluator

The Disability Support Services (DSS) Office at the University of Alabama in Huntsville provides academic accommodations to students with disabilities. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires documentation of the disorder from a current treatment/assessment professional who is legally qualified to make the diagnosis.

Documentation of a psychological disability should include a diagnosis (on letterhead) from a licensed professional (i.e., the items must be typed out in the report with the appropriate information) including the signature from the licensed professional.

NOTE: No application to DSS will be considered without all information.

Documentation of a psychological disability should include the following items with comprehensive explanations in the form of a narrative report (on letterhead) from a licensed professional (the items must be typed out in the report with appropriate information):

- 1. Please describe the symptoms associated with this disorder as they are currently manifested in this student, including:
 - ❖ A. Severity of impairment
 - ❖ B. Duration of impairment
 - ❖ C. Expected long-term impact in a college academic environment
- 2. Please list any recommendations you would have for academic accommodations that would help this student succeed in the college environment. These recommendations will be used to help determine the appropriate accommodations that will be made available to this student
- 3. Please describe any specific concerns that have not been addressed, regarding this student's potential for success at UAH.
- 4. In your report, please ensure that the following information is included: Your name and signature, your degree, license and certification information (including title and credentials), place of employment, and contact information.

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IMPORTANT –The documentation criteria should be given to your physician or evaluator.

The Disability Services (DSS) Office at the University of Alabama in Huntsville provides academic accommodations to students with disabilities. The diagnosis of a learning disability should be evidenced by a psychological/educational evaluation performed by a qualified and licensed professional such as a licensed psychologist, clinical or educational psychologist, school psychologist, neuropsychologist, educational diagnostician or other qualified professional.

NOTE: No application to DSS will be considered without all information.

Professional Evaluator Checklist:

- 1. A Comprehensive Assessment which addresses the following domains:
 - ❖ **APTITUDE** - A complete intellectual assessment with all scores reported. The WAIS-IV is the preferred instrument. The Woodcock-Johnson and Stanford-Binet are also acceptable.
 - ❖ **ACHIEVEMENT** -A comprehensive academic achievement battery is essential. Preferred instruments include the Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement; WAIT; TASK; SATA; or specific achievement tests (e.g., TOWL-3).
 - ❖ **INFORMATION PROCESSING** - Specific areas of information processing (i.e. short/ long term memory, sequential memory, auditory/visual perception, processing speed, etc) should be addressed. Preferred tests include the DTLA-3, the DTLA-A, information from subtests on WAIS-IV or the WJ-R.

- 2. Please also include the following items in narrative report form by a licensed professional:
 - ❖ Please indicate the **nature** and **severity** of the learning disability, explaining **how** patterns in the student's cognitive ability, achievement and information processing reflect the presence of LD.

 - ❖ Please indicate the current **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 reasonable accommodations are being requested.

 - ❖ Please provide your recommendations for **reasonable** academic accommodations to **equalize** this student's opportunities at a post-secondary level.
 - Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing** the student's opportunities.
 - Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful.
 - Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in postsecondary education.

 - ❖ Please describe any relevant information you may have, that has not been addressed, regarding this student's potential for success at UAH.

 - ❖ In your report, please include the following information: Your name and signature, degree, license and certification information (including title and credentials), place of employment, date and contact information on letterhead.

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IMPORTANT –The documentation criteria should be given to your physician or evaluator!

The Disability Support Services (DSS) Office at the University of Alabama in Huntsville provides academic accommodations to students with disabilities. Diagnosis of an attention deficit disorder should be made by a qualified healthcare professional such as a psychiatrist, licensed clinical or educational psychologist, neurologist, developmental or behavioral pediatrician, or a combination of such professionals.

NOTE: No application to DSS will be considered without all information.

Professional Evaluator Checklist:

- 1. Please indicate which instruments and procedures were used to diagnose ADHD.
- 2. Please attach your diagnostic report in narrative form. In your report, include the following information:
 - ❖ Please include severity of impairment, duration and expected long-term impact.
 - ❖ Please include the current symptoms the student is experiencing.
- 3. Please provide your recommendations for **reasonable** academic accommodations **to equalize** this student's opportunities at a post-secondary level. Include your rationale for arriving at these recommendations and how they would be helpful in **equalizing** the student's opportunities.
 - ❖ Please include any record of student's prior accommodation or auxiliary aides, including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing/certification exams) and discuss how accommodations were helpful or not helpful. [Please note that under Section 504 and ADA, the notion that a student "would benefit from" a certain accommodation is not a sufficient rationale for providing accommodations. The intent of the law is to equalize educational opportunities, not to "guarantee success" in post-secondary education.]
- 4. Please describe any other relevant information you may have, that has not been addressed, regarding this student's potential for success at UAH.
- 5. In your report, please ensure that the following information is included: Your name and signature, your degree, license and certification information (including title and credentials), place of employment, date and contact information on letterhead.

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