

Documentation Guidelines for Individuals with Disabilities

The University of Alabama in Huntsville (UAH) provides reasonable accommodations to students with disabilities through Disability Support Services (DSS). Any admitted student who has a documented disability that substantially limits a major life activity is encouraged to register with DSS to ensure equal access.

General Documentation Guidelines

UAH acknowledges that once a person is diagnosed as having a disability the disability is typically viewed as life-long. While the disability will continue, the severity of the condition and/or how it is impacted in different settings may change over time. Therefore, the purpose of requesting documentation is:

- To consider each person individually and to understand if and how the individual is impacted by their disability in a higher education environment in order to make an informed decision about the need for accommodations and services.
- Accommodation decisions cannot be made until, at a minimum, the application is provided, appropriate documentation is received from the treating or diagnosing provider, and an intake appointment has been conducted.

Definition of a Disability

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. Examples of types of disabilities we serve including but not limited to: Blind or Low Vision, Chronic Health Conditions, Attention-Deficit/Hyperactivity Disorders, Autism Spectrum Disorders, Deaf or Hard of Hearing, Learning Disabilities, Physical Disabilities, and Psychological Disabilities.

Documentation required for all disabilities:

Documentation must be typed on official letterhead and signed by an evaluator or provider qualified to make the diagnosis (include information about license or certification and area of specialization). This letter should include the following:

- Clear statement of diagnosis including the DSM-V or ICD-10 diagnostic code within the last three years
- Description of the current impact and functional limitations of the diagnosis as it relates to meeting various demands of higher education and residential living (academically, socially, emotionally, physically, medically)
- Expected progression or stability of diagnosis
- Additional observations and/or recommendations for appropriate accommodations

Documentation required for cognitive disabilities (Learning Disabilities, Traumatic Brain Injury, Attention-Deficit/Hyperactivity Disorder, Autism, and Developmental Disorders):

- A comprehensive neuropsychological or psychoeducational evaluation that includes aptitude and achievement (preferably in the last three years or one with measures normed for an adult) in order to determine current functional impact
- A list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability
- A student's 504 Plan or Individualized Education Plan (IEP) can be reviewed as long as the information provided indicates the impact of the condition and identifies a connection between the disability and the appropriate accommodation(s) being requested.