



The Office of Accessibility (OA) Faculty and Student Handbook

Welcome!!!!

Welcome to Alabama State University's Office of Accessibility and Veteran Affairs (OAVA). Our mission is to provide equal access to university programs as mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. OAVA seeks to ensure that qualified students with disabilities are provided equal access to **ALL** programs and activities with reasonable accommodations, while maintaining the integrity of the university. By providing direction, offering resources, and coordinating appropriate accommodations based on federal laws, regulations, and individual need(s), the department's administration and staff encourage and support self-advocacy among students being served. Being student-centered in nature, the department strives to convey a vision for academic success and a goal of developing confident, independent, life-long student learners.

This handbook is intended to serve as an important resource for you as you progress through the accommodations process each semester. To ensure we are providing the most current information, OAVA periodically updates this handbook to reflect changes in policies, procedures and services. The most up-to-date version of this handbook will be available on the OAVA website for your reference.

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**A Note about Accommodation Approval: This handbook is comprehensive and includes some accommodations which you may not be eligible to receive. In order to receive any accommodation(s), students must first discuss their needs with the Director of Accessibility and Veteran Affairs.

Contact Information

Office of Accessibility and Veteran Affairs

Email: disabilityservices@alasu.edu

Phone: 334-229-5127

Website: www.alasu.edu/disabilityservices

Mailing Address:

915 South Jackson Street

Montgomery, AL 36104

ATTN: Office of Accessibility and Veteran Affairs

Derriya Sankey

Director of Accessibility and
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Hours of Operation

The OAVA is open Monday through Friday, from 8:00am until 5:00 pm.

Students are encouraged to schedule an appointment in order to ensure a staff member is available.

OAVA observes designated university holidays and campus closures due to inclement weather and natural disasters. If the university is closed, OAVA is also closed.

General History

On July 26, 1990, President George Bush signed the Americans with Disabilities Act (ADA) into law. The ADA is built upon the Civil Rights Act of 1964 and the Rehabilitation Act of 1973 (Section 504), which calls for the elimination of discrimination against individuals with disabilities. Alabama State University (ASU) is committed to preventing discrimination against persons with disabilities by being proactive in complying with the Americans with Disabilities Act. ASU is covered under both Title I (Employment) and Title II (State and Local Government) of the ADA. The ADA covers all programs and activities conducted by the University and extends federal civil rights protection to persons with a disability. ADA mandates that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by such entity”. ASU, under the guidelines of ADA and the Rehabilitation Act, is required to make reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, ASU has designated the Director of Accessibility and Veteran Affairs on campus the responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services individuals should contact the Director of Accessibility and Veteran Affairs on campus.

Confidentiality

Information related to a student's disability and accommodations is protected, as students are entitled to confidentiality of this information under the Americans with Disabilities Act. OAVA treats all student information as confidential, so a student's diagnosis or approval for accommodations is never shared with others on campus, nor will this information appear on the student's transcript or diploma. Information submitted to OAVA by students is housed in OAVA and only OAVA staff have access to this information. It is the student's decision whether to share disability-related information with instructors or staff. Instructors or staff who do not work in OAVA do not have a legal right to knowledge of a student's diagnosis. Students who wish to request accommodations in a particular course are responsible for discussing their accommodation letter(s) with the instructor, but this notice does not contain information about the student's diagnosis, only their accommodations. OAVA cannot release any information to parents, instructors, staff, or other individuals without the student's written permission. OAVA will confirm a student's registration and approved accommodations on a need-to-know basis.

Students are given an opportunity to sign a FERPA release indicating to whom the university can disclose information from the student's educational record, and what types of information can be shared. However, because information regarding a student's disability and eligibility for accommodations is held separately from the educational record, the university's FERPA release does not apply to OAVA. Students who wish to give permission for OAVA to communicate with parents, instructors, staff, or other individuals may do so by signing the OAVA Student Consent Form upon meeting with the Director of OAVA. OAVA does not disclose disability-related information or use of accommodations to employers or external organizations without the student's permission. Students must complete a Release Form if they wish to request copies of their documentation or release of confidential information.

***Note to Parents and Guardians: It is important to understand that students are considered to be adults once they enroll in courses. Therefore, the onus for requesting and arranging accommodations, and communicating with OAVA and instructors, rests solely with the student. It is necessary for students to learn self-advocacy and communication skills in order to successfully make inquiries or express concerns regarding accommodations. Parents and guardians are encouraged to help their student practice these skills and to allow the student to accept ownership of the accommodations process, rather than abdicating this responsibility to family members.

Post-Secondary Disability Law

For students who received accommodations in high school, it is important to understand some legal difference pertaining to accommodations in college. For students who have never received accommodations, it is helpful to have an understanding of the laws which inform your rights and responsibilities. Three legal mandates pertaining to students with disabilities include:

- The Individuals with Disabilities Education Act (applies to the K – 12 setting)
- The Rehabilitation Act, Section 504
- The Americans with Disabilities Act, as amended. Some of the differences among these laws are indicated in the table below.

	Secondary Setting: 504 and IDEA	Postsecondary Setting: 504 and ADA
What is the intent of the law?	IDEA: To provide a free, appropriate public education in the least restrictive environment to students with disabilities. 504: To ensure students with disabilities are provided access to all programs, services, activities.	504: To ensure students with disabilities are provided access to all programs, services, activities. ADA: To ensure no otherwise qualified person with a disability is denied access to, or benefits of, or be subjected to discrimination by programs, services, or activities.
Who is covered under the law?	Any student requiring special education services until age 21 or upon graduation from high school. Disability is defined by 13 IDEA categories	Any otherwise qualified individual who meets criteria for entry to college and who can document the presence of disability as defined by the ADA.
Who is responsible for identifying the need?	School districts are responsible for identifying, evaluating, and planning for education services at no expense to the parent or student.	Students are responsible for self-identifying to request accommodations, and for obtaining disability documentation from a qualified professional. The student assumes the cost of the evaluation
Who is responsible for initiating service delivery?	School districts are responsible for identifying students with disabilities and providing special instruction, individualized education plans (IEPs), and/or accommodations.	Students are responsible for notifying OAVA of the need for accommodation. Accommodations are provided to ensure equal access to programs, services, and activities. Personal

		services are not part of accommodation.
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How to Register with OAVA

The Office of Accessibility and Veteran Affairs (OAVA) is the central campus resource for students who wish to request academic accommodations. In collaboration with students and instructors, our staff coordinate accommodations and support to ensure equal access to an education.

- 1. Speak with staff about documentation requirements.**
 - a. OAVA can provide academic accommodations for: Cognitive disabilities (ADHD, learning disorders, traumatic brain injury) Psychiatric disabilities (anxiety, depression, Autism Spectrum Disorder) Medical disabilities (any chronic condition) Hearing and vision loss Mobility limitations.
- 2. Complete application to receive accommodations.**
 - a. The application can be found on the website (www.alasu.edu/disabilityservices) or you can email disabilityservices@alasu.edu to request a copy of the application.
- 3. Submit documentation.**
 - a. Email: disabilityservices@alasu.edu (PDF)
- 4. Schedule an appointment to discuss your accommodations in OAVA.**
 - a. After you discuss your accommodations, a letter will be sent to all instructors to outline accommodations the student will be eligible to receive in each course.
- 5. Meet with instructors.**
 - a. Meet briefly with instructors during office hours or by appointment to discuss a plan for receiving accommodations in each course. Instructors cannot begin providing accommodations until you have communicated your needs.
- 6. Follow up with OAVA as needed.**
 - a. Check your campus email frequently for any updates and reminders to ~~na~~ receive.

Documentation Guidelines: Learning Disability in Adolescents and Adults

The following guidelines are designed to provide students and professional diagnosticians with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of a learning disability, its impact on the individual's educational performance, and the need for accommodation(s) in the post-secondary setting. The information and documentation should be comprehensive in order to avoid or reduce time delays in decision-making related to eligibility and the provision of services.

Guidelines

- Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to establish that an individual is covered under the ADA and/or Rehabilitation Act, the documentation must indicate that the disability substantially limits one or more major life activities, such as, but not limited to, hearing, breathing, performing manual tasks, walking, caring for oneself, and/or learning (reading and writing). The following documentation guidelines are provided in the interest of assuring that a clinically documented learning disability appropriately meets Faulkner University criteria and may support some or all requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- A diagnosis of a disability alone does not automatically qualify an individual for an accommodation under the ADA.
- Clinical documentation of a learning disability which is submitted to the Office of Accessibility and Veteran Affairs, Project Key for the purpose of seeking accommodations is expected to meet the standards set forth in these guidelines. All clinical documentation is reviewed by the director as required, to determine what, if any, accommodations are appropriate. Although a previous history of accommodations may provide valuable insight into the student's ability to integrate into a previous setting, the director makes independent judgments about Faulkner's settings and the appropriateness, if any, of accommodation requests.
- It is the responsibility of the student to obtain his/her documentation and to present a copy to the Office of Accessibility and Veteran Affairs. Any correspondence regarding adequacy of documentation will be sent to the student. It is the student's responsibility to obtain additional information or testing when a request is made. The final determination of appropriate accommodations rests with the Office of Accessibility and Veteran Affairs staff based on a review of the documentation as outlined below.

Qualifications of the Evaluator

- Professionals conducting assessments and rendering diagnoses of specific learning disabilities and making recommendations for appropriate accommodations must be qualified to do so. 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, and state in which the individual practices must 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 training and experience in evaluating adolescent/adult learning disabilities: clinical or educational psychologist, school psychologist, and neuropsychologists. It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible.
- Testing Must Be Current and Age Appropriate
- Written reports must include the date of testing. Because the provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disabilities on his or her academic performance, it is in the student's best interest to provide recent and appropriate documentation that is standardized for use with an adolescent/adult population.

The Office of Accessibility and Veteran Affairs reserves the right to request additional assessment information when questions regarding the assessment or accommodations arise.

Necessary Components of the Evaluation

- Documentation must demonstrate that the learning disability *currently and substantially* limits a major life activity, such as learning. The diagnostician must use *direct language* in the diagnosis of a learning disability, avoiding such terms as, “weakness,” “appears,” “suggests,” or “indicative of” as these statements do not support a conclusive diagnosis. The diagnostic process must be comprehensive and include a thorough clinical interview.
- Diagnoses of specific learning disabilities that do not contain psychoeducational measures will not be used for determining eligibility for reasonable accommodations. For example, school plans such as an Individualized Educational Plan (IEP) or 504 Plans by themselves are not adequate documentation, but may be helpful.
- Assessment, and any resulting diagnosis must consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest.

A. Diagnostic Interview

Because learning disabilities are commonly manifested during childhood, though not always formally diagnosed, relevant historical information regarding the student's academic history and learning processes in elementary, secondary, and post-secondary education must be investigated and documented. By using a combination of student self-report, interviews with others, and historical documentation such as standardized test scores, the diagnostician should provide a summary of the following:

- A description of the presenting problems(s)
- Developmental history
- Relevant medical history including the absence of a medical basis for the present symptoms

- Academic history including results of prior standardized testing; reports of classroom performance
- Relevant family history, including primary language of the home, and the student's current level of fluency in English
- Psychosocial history
- Relevant employment history
- A discussion of dual diagnoses, alternative or co-existing mood, behavioral, and/or personality disorders along with any history of relevant medication and current use which may impact the individual's learning; and possible alternatives which may mimic a learning disability when, in fact, one is not present.

B. Ability/Cognitive Testing

The evaluation must contain a complete intellectual assessment with all cluster and subtests reported as standard scores. Screening instruments are not acceptable in any area. The following instruments are recommended; use of other instruments should be justified by the diagnostician:

- *Wechsler Adult Intelligence Scale- III (WAIS III)*
- *Woodcock-Johnson III Tests of Cognitive Ability*

C. Academic Achievement Testing

It is essential to include a comprehensive achievement battery with all cluster and subtests reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. The battery must include current levels of functioning in such relevant areas as reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples). The following instruments are recommended; use of other instruments should be justified by the diagnostician.

- Comprehensive Measures of Achievement
 - *Woodcock-Johnson III- Tests of Achievement*
 - *Scholastic Abilities Test for Adults (SATA)*

D. Specific Measures of Achievement

- Specific achievement tests are useful instruments when administered under standardized conditions and when results are used to support other diagnostic information.
 - *Nelson-Denny Reading Test*
 - *Stanford Diagnostic Test*
 - *Test of Written Language (TOWL-3)*
 - *Woodcock Reading Mastery Tests-Revised*
- Note #1: The Reading, Math, and Writing Fluency subtests of the *Woodcock-Johnson III Tests of Achievement* and the One-Minute Reading Rate Subtest of the *Nelson-Denny Reading Test* will not, in and of themselves, be sufficient to document processing speed and/or reading, math, and writing speeds.
- Note #2: In addition to being administered a comprehensive measure of achievement (including all subtests), individuals who have reading impairments should be administered

the *Nelson-Denny Reading Test (NDRT)* form G or H. For students who have reading speed impairments, the NDRT should be scored twice for standard time conditions and extended-time testing with notation of the actual additional time used to complete the test (not the time allowed). In addition, the number of items attempted and completed during the regular and extended testing periods must be provided. The NDRT should be a part of the assessment for students planning to take the LSAT.

- Note #3: The *Wide Range Achievement Test 3 (WRAT-3)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

E. Information Processing Testing

- The following areas may be addressed in the evaluation report: short and long term memory (storage and retrieval), auditory and visual perception processing and processing speed. All cluster and subtests must be reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. A single subtest may not be sufficient to document current levels of functioning. The following instrument is recommended; use of other instruments should be justified by the diagnostician.
- *Woodcock-Johnson Psychoeducational Battery III- Tests of Cognitive Ability (Standard Battery—subtests 1–10)*

F. The Documentation Must Include a Specific Diagnosis

- The diagnostic report should include the specific diagnostic impressions of the evaluator, including comorbid disorders. Diagnoses based on the *Diagnostic and Statistical Manual-Fourth Edition (DSM-V)* are required.

G. Actual Test Scores from Standardized Instruments Must Be Provided

- Standard scores and/or percentile rank scores must be provided for all normed measures. If grade equivalent scores are reported, they must be accompanied by standard scores and/or percentile rank scores. The data must logically reflect a substantial limitation to learning (i.e., reading and/or writing) 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.
- Tests used should be reliable, valid, and standardized for use with an adolescent/adult population. The test findings must document both the nature and severity of the learning disability. A single test and/or subtest may not be sufficient to document current levels of functioning.

H. Each Accommodation Recommended by the Evaluator Must Include a Rationale

- 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, without demonstration of a current need, does not in and of itself warrant provision of a like accommodation.

- The diagnostic report should include specific recommendations for the accommodation(s) as well as an explanation of why each accommodation is recommended. The evaluator(s) must describe the impact the diagnosed learning disability has on the specific individual. The evaluator(s) should support recommendations with specific test results or clinical observations. If no prior accommodation(s) has been provided, the qualified professional should include a detailed explanation of why no accommodation(s) was used in the past and why an accommodation(s) is needed at this time.
- If a requested accommodation is not clearly supported in the diagnostic report, OAVA staff reserves the right to seek additional clinical information pertaining to determination of eligibility for requested accommodations. It is the student's responsibility to obtain additional information or testing when a request is made.

Clinically Interpretive Summary

A well-written diagnostic summary based on a comprehensive evaluative process is a necessary and important component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated with background information, observations of the individual during the testing situation, and the current context. It is important, therefore, that professional judgment be used in the development of a clinical summary.

- The clinical summary must include:
 1. Indication that the evaluator ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, emotional problems, attentional problems, and/or cultural language differences
 2. Indication of how patterns in cognitive ability, achievement, and information processing is used to determine the presence of a learning disability
 3. Indication of the substantial limitation presented by the learning disability and the degree to which it affects the individual in the learning context for which accommodations are being requested
 4. Indication of why specific accommodations are needed and how the effects of the specific disability are mediated by the accommodation.

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Documentation Guidelines: Autism Spectrum Disorder

The following guidelines are designed to provide students and professional diagnosticians with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of Autism Spectrum Disorder, its impact on the individual's educational performance, and the need for accommodation(s) in the post-secondary setting. The information and documentation should be comprehensive in order to avoid or reduce time delays in decision-making related to eligibility and the provision of services.

Guidelines

- Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access to programs and services. In order to establish that an individual is covered under the ADA and/or Rehabilitation Act, the documentation must indicate that the disability substantially limits one or more major life activities, such as, but not limited to, hearing, breathing, performing manual tasks, walking, caring for oneself, and/or learning (reading and writing). The following documentation guidelines are provided in the interest of assuring that a clinically documented learning disability appropriately meets Faulkner University criteria and may support some or all requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- A diagnosis of a disability alone does not automatically qualify an individual for an accommodation under the ADA.
- Clinical documentation of a learning disability which is submitted to the Office of Accessibility and Veteran Affairs, Project Key for the purpose of seeking accommodations is expected to meet the standards set forth in these guidelines. All clinical documentation is reviewed by the director as required, to determine what, if any, accommodations are appropriate. Although a previous history of accommodations may provide valuable insight into the student's ability to integrate into a previous setting, the director makes independent judgments about Faulkner's settings and the appropriateness, if any, of accommodation requests.
- It is the responsibility of the student to obtain his/her documentation and to present a copy to the Office of Accessibility and Veteran Affairs. Any correspondence regarding adequacy of documentation will be sent to the student. It is the student's responsibility to obtain additional information or testing when a request is made. The final determination of appropriate accommodations rests with the Office of Accessibility and Veteran Affairs staff based on a review of the documentation as outlined below.

Qualifications of the Evaluator

- Professionals conducting assessments and rendering diagnoses of Autism Spectrum Disorder and making recommendations for appropriate accommodations must be qualified to do so. 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, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate Autism Spectrum Disorder provided that they have training and experience in differential diagnosis and pertinent psychiatric disorders. Examples of qualified professionals include neurologists, psychiatrists, clinical psychologist, and neurodevelopmental physician. It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible.
- Testing Must Be Current and Age Appropriate
- Written reports must include the date of testing. Because the provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disabilities on his or her academic performance, it is in the student's best interest to provide recent and appropriate documentation that is standardized for use with an adolescent/adult population.

The Office of Accessibility and Veteran Affairs reserves the right to request additional assessment information when questions regarding the assessment or accommodations arise.

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Documentation Guidelines: Attention Deficit/Hyperactivity Disorder

These guidelines outline the information necessary to validate AD/HD, the impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Office of Accessibility and Veteran Affairs. Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of OAVA based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professionals conducting assessments and rendering diagnoses of AD/HD must have training in differential diagnosis and the full range of psychological and learning disorders. 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, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate and diagnose AD/HD provided they have comprehensive training in the differential diagnosis of AD/HD and direct experience with an adolescent or adult AD/HD population: clinical psychologist, neuropsychologist, psychiatrists, and other relevantly trained diagnosticians. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical, and counseling professionals with training in the evaluation of AD/HD in adolescents and adults. It is not appropriate for professionals to evaluate members of their own families. All reports should be on letterhead, typed, dated, signed, and otherwise legible. The receiving institution or agency has the responsibility to maintain the confidentiality of the individual's records.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the student's disorders on his or her academic performance, it is in the student's best interest to provide recent and appropriate documentation. If documentation is inadequate in scope or content, or does not address the individual's current

level of functioning and need for accommodation(s), additional information/testing may be requested.

Necessary Components of the Evaluation

- A. Documentation must demonstrate that the AD/HD *currently and substantially* limits a major life activity. The diagnostician must use *direct language* in the diagnoses of AD/HD, avoiding such terms as “weakness,” “appears,” “suggests,” or “is indicative of” as these statements do not support a conclusive diagnosis. The diagnostic process must be comprehensive and include a thorough clinical interview.
- B. School plans such as an Individualized Education Plan (IEP) or 504 Plans are not adequate documentation, but may be helpful. OAVA reserves the right to request additional assessment information when questions regarding previous assessment or previous accommodation provisions arise.
- C. The assessment of the individual must not only establish a diagnosis of AD/HD, but is important in determining the current impact of the impairment on an individual’s ability to function in academic settings. The evaluator must objectively review and include relevant background information to support the diagnosis and its impact within the post-secondary educational environment.
- D. The assessment will be used to determine the current impact of the impairment on the individual’s ability to function in the post-secondary academic setting. All data must logically reflect a substantial limitation, for which the individual is requesting accommodations. In order to support the diagnosis of AD/HD and substantiate the need for accommodations there must be an assessment of intellectual functioning and academic achievement.
- E. Assessment and any resulting diagnosis must consist of and be based on a comprehensive assessment battery that does not rely on any one test or subtest.

Diagnostic Interview

The information collected during the diagnostic interview should consist of the interactive process but is not limited to self-reporting. The information from sources such as spouse, parent, roommate, or close friend is critical in the diagnosis of AD/HD. By using a combination of the student’s self-report, interviews with others, and historical documentation such as transcripts and standardized test scores, the diagnostician should provide a summary of the following:

- **Evidence of Early Impairment:** Because AD/HD is, by definition, first exhibited in childhood and manifests itself in more than one setting, relevant historical information is essential.
- **Statement of Presenting Problem:** The individual’s presenting attentional symptoms should be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that currently significantly impair functioning in two or more settings. It is

important to include a description of current functional limitations pertaining to the post-secondary educational setting that is a direct result of problems with attention.

B. Rating Scales

- Self or interviewer-related scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data. Rating scales should be completed by at least two of the following: the student, a roommate/close friend, a spouse, or a parent/sibling.

C. Aptitude/Cognitive Testing

- The evaluation must contain a complete intellectual assessment with all broad/cluster and subtest scores reported as standard scores and percentile scores.

D. Academic Achievement Testing

- A comprehensive academic achievement battery is essential. All scores must be reported as standard scores and/or percentile rank scores. The battery must include current levels of academic functioning in such relevant areas as reading (decoding and comprehension), mathematics, and oral and written language.

The *Wide Range Achievement Test 3 (WRAT-3)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

See list of recommended tests on the last page of this section.

E. Documentation Must Include a Specific Diagnosis

- The report must include a specific diagnosis of AD/HD based on the DSM-IV diagnostic criteria. The diagnostician should use direct language in the diagnosis of AD/HD, avoiding the use of terms such as “suggest,” “is indicative of,” or “attention problems.” Individuals who report only problems with organization, test anxiety, memory and concentration in selective situations may not have an impairment that rises to the level of a disability under the ADA or Rehabilitation Act. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodation(s).
- Alternative Diagnoses or Explanations Must Be Ruled Out
- The evaluator must investigate and discuss the possibility of dual diagnoses, and alternative or co-existing mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of AD/HD. This process should include exploration of possible alternative diagnoses, and medical and psychiatric disorders as well as educational and cultural factors impacting the individual that may result in behaviors mimicking an Attention-Deficit/Hyperactivity Disorder.

Identification of DSM-V Criteria

- According to the DSM-V, the “essential feature of AD/HD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development” (p. 61). A diagnostic report should include a review and discussion of the DSM-V criteria and specify which symptoms are currently present. In diagnosing AD/HD, it is particularly important to address the following criteria: symptoms were present during childhood; symptoms of hyperactivity/impulsivity or inattention that interferes with functioning or development; current symptoms that have been present for at least the past six months; impairment from the symptoms present in two or more settings (for example, school, work, and home); clear evidence of significant impairment in social, academic, or occupational functioning; and symptoms which do not occur exclusively during the course of Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, Personality Disorder, substance intoxication or withdrawal).
- Each Accommodation Recommended by the Evaluator Must Include a Rationale
- 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 accommodations without demonstration of a current need, does not in and of itself warrant the provision of a like accommodation.
- The diagnostic report must include specific recommendations for the accommodation(s) as well as a detailed explanation of why each accommodation is recommended. The evaluator(s) must describe the impact the diagnosed Attention Deficit/Hyperactivity Disorder (AD/HD) has on a major life activity. The evaluator(s) must support recommendations with specific test results or clinical observations. If no prior accommodation(s) has been provided, the qualified professional and/or the student should include a detailed explanation of why no accommodation(s) was used in the past and why an accommodation(s) is needed at this time.

If the requested accommodations are not clearly identified in the diagnostic report the director of The Office of Accessibility and Veteran Affairs, reserves the right to seek additional clinical information pertaining to determination of eligibility for requested accommodations.

Clinically Interpretive Summary

A well-written diagnostic summary based on a comprehensive evaluative process is an important component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated with background information, observations of the client during the testing situation, and the current context. It is important, therefore, that professional judgment be used in the development of a clinical summary. The clinical summary must include:

- Indications that the evaluator ruled out alternative explanations for academic problems such as poor education, poor motivation and/or study skills, emotional problems, attentional problems, and or cultural/language differences:
- Indications of how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings were used to determine the presence of AD/HD
- Indications and discussion of the substantial limitation to learning presented by the AD/HD and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
- Indications of whether or not the student was evaluated while on medication, and whether or not there is a positive response to the medication and/or prescribed treatment;
- Indications as to why specific accommodations are needed and how the effects of AD/HD symptoms as designated by the DSM-V, are mediated by the accommodation(s).

Accountability and Confidentiality

All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Assessment Instruments for AD/HD

A. Ability/Cognitive Testing

The evaluation must contain a complete intellectual assessment with all cluster and subtests reported as standard scores. Screening instruments are not acceptable in any area. The following instruments are recommended; use of other instruments should be justified by the diagnostician:

- *Wechsler Adult Intelligence Scale- III (WAIS III)*
- *Woodcock-Johnson III Tests of Cognitive Ability*

B. Academic Achievement Testing

It is essential to include a comprehensive achievement battery with all cluster and subtests reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. The battery must include current levels of functioning in such relevant areas as reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, writing samples). The following instruments are recommended; use of other instruments should be justified by the diagnostician.

- *Woodcock-Johnson III- Tests of Achievement*
- *Scholastic Abilities Test for Adults (SATA)*

Specific Measures of Achievement

- Specific achievement tests are useful instruments when administered under standardized conditions and when results are used to support other diagnostic information.

C. Information Processing Testing

The following areas may be addressed in the evaluation report: short and long term memory (storage and retrieval), auditory and visual perception processing and processing speed. All cluster and subtests must be reported as standard scores and/or percentile rank scores. Screening instruments are not acceptable in any area. A single subtest may not be sufficient to document current levels of functioning. The following instrument is recommended; use of other instruments should be justified by the diagnostician.

Woodcock-Johnson Psychoeducational Battery III- Tests of Cognitive Ability

Documentation Guidelines: Mobility and/or Chronic Illness

These guidelines outline the information necessary to validate mobility or chronic health impairments, their impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Office of Accessibility and Veteran Affairs . Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of OAVA based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be *qualified to make the diagnosis and to recommend appropriate accommodations. The documentation must include the name, title and professional credentials of the evaluator, including information about licensure and/or specialization. All evaluation reports must be typed on letter head, signed, dated and legible.

*A qualified professional for this purpose is a physician. Physician is defined as “an authorized practitioner of medicine, as one graduated from a college of medicine or osteopathy and licensed by the appropriate board”. (Dorlands Medical Dictionary, c 2000)

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) A clear statement of the medical diagnosis from a physician, with board certification in the area of the disability e.g.. neurology, cardiology, etc.
- B) An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are needed.

- C) A description of present symptoms, which meet the criteria for diagnosis.
- D) A list of medications currently being used.
- E) Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of a university academic and residential life program and when applicable, clinical requirements.
- F) Suggestions of reasonable accommodations, which might be appropriate at the post-secondary level, are encouraged. These recommendations should be supported by the diagnosis.
- G) A list of any adaptive equipment currently being used.

Documentation Guidelines: Psychological Disorders

These guidelines outline the information necessary to validate psychological disorders, their impact on the individual's education performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the director of the Office of Accessibility and Veteran Affairs (OAVA). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of OAVA based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

Students seeking support services on the basis of a psychological disorder must provide documentation submitted by a licensed psychologist, neuropsychologist, psychiatrist, licensed professional counselor (only in authorized states) or physicians trained in psychology/psychiatry. The clinician should be an impartial individual not related to the student. It is the student's responsibility to present the documentation to the Director of OAVA.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is in the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A. State a specific DSM-V diagnosis of the disability. Include the date of diagnosis and the last contact with the student. It is in the best interest of the student to provide documentation of a diagnostic evaluation performed in the last six (6) months to a year.
- B. Describe the symptoms, which meet the criteria for this diagnosis.
- C. Summarize present symptoms and prognosis.

- D. Describe the individual's functional limitations in an academic or living environment in a post-secondary setting which are caused by the disorder. Specifically, how does this disorder interfere with the learning and living process of the student?
- E. List current medications, dosages and EXISTING (not possible) side effects.
- F. List recommendations for academic and living accommodations and/or assistive devices and the rationale for suggesting the accommodations or devices. The recommendations should be correlated with the specific, identified, functional limitations, and/or behavioral manifestations, and should include an explanation of the effect these functional limitations have on the student in the activities that are required in an academic environment.
- G. Establish the professional credentials of the evaluator that qualify him/her to make the particular diagnosis. Include information about license or certification and specialization. The reports must be typed on letterhead, dated and signed by the physician.

Documentation Guidelines: Low Vision or Blindness

These guidelines outline the information necessary to validate a low vision or blindness impairment, its impact on the individual's educational performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the Office of Accessibility and Veteran Affairs (OAVA). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of OAVA based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate accommodations. The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and /or specialization. All evaluation reports must be typed on letterhead, signed, dated, and legible.

Documentation

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) A vision assessment or evaluation from an ophthalmologist with a primary diagnosis/pathology with visual acuities and/or field restrictions.
- B) A low-vision evaluation of residual vision function, when appropriate.

- C) Medical information relating to the student's needs and status of the student's vision (static or changing) and its impact on the demands of a university academic and residential life program.
- D) A list of any assistive technology and/or adaptive equipment currently being used, including a description of the equipment, its brand name and its model.

Documentation Guidelines: Deaf or Hard of Hearing

These guidelines outline the information necessary to validate deafness or hearing loss impairment, its impact on the individual's educational performance, and the need for accommodations. It is the responsibility of the student to obtain his/her documentation and to present a copy to the Office of Accessibility and Veteran Affairs (OAVA). Any correspondence regarding adequacy of the documentation will be sent to the student. If additional information is requested, it is the student's responsibility to obtain the additional information and/or testing. The final determination of appropriate accommodations rests with the director of OAVA based on a review of the documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of accommodations. If no prior accommodation has been provided, the evaluator must include an explanation as to why no accommodation has been provided, the evaluator must include an explanation as to why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements.

Qualifications of the Evaluator

The professional conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate accommodations.

The documentation must include the name, title, and professional credentials of the evaluator, including information about licensure and/or specialization. All evaluation reports must be typed on letterhead, signed, dated, and legible.

Documentation must be Current

The provision of all reasonable accommodations and services is based upon the assessment of the current impact of the disability on academic and residential life functioning; therefore, it is the student's best interest to provide current documentation. If the documentation is inadequate in scope or content, or is not relevant to the individual's current functioning and need for accommodations, an updated evaluation may be required.

Necessary Components of the Evaluation

- A) An audiological evaluation and/or audiogram from any otologists, otorhinolaryngologists, and/or physicians.
- B) An interpretation of the functional implications of the diagnostic data and hearing ~~ai~~ evaluation when appropriate.
- C) ~~Medical information relating to the student's needs and status of the student's hearing~~(static or changing) and its impact on the demands of a university academic and residential life program.
- D) A list of any assistive technology and/or adaptive equipment currently being used, including a description of the equipment and its brand name.

How to Initiate Accommodations

Once a student has completed the registration process and has been approved to receive accommodations, it is the student's responsibility to follow these steps at the beginning of each semester:

1. **Review course requirements.**
 - a. Analyze the requirements and design of each course by reviewing the syllabus and considering your individual needs. Some of your approved accommodations may not be appropriate or necessary for every class.
2. **Meet 1-on-1 with Instructors during office hours or by appointment.**
 - a. Meet with instructors to review your Accommodation Letter and discuss how accommodations will be provided. You do not need to disclose the nature of your disability. Remember: Accommodations are not retroactive and therefore cannot be implemented until you have presented an accommodation notice to your instructor.
3. **Remain in Communication with Instructors and OAVA.**
 - a. It is the student's responsibility to arrange accommodations as needed. For example, students who receive exam accommodations should discuss with instructors how those accommodations will be provided in the course. If the instructor agrees to provide accommodations within the academic department, it is the student's responsibility to know where and when to report for the exam, and it is beneficial to touch base with the instructor prior to each exam. If the instructor advises the student to receive accommodations at the OAVA Testing Center, it is the student's responsibility to schedule their exams. The provision of accommodations is an on-going and collaborative process between the student, the instructor, and OAVA. Students who have questions or concerns regarding accommodations should promptly communicate with their instructor and / or contact the Director of Accessibility and Veteran Affairs.

Typical Accommodations

- Extending test time
- Testing in a quiet, non-distracting environment
- Being allowed to use a calculator
- Preferential seating (usually at front of classroom)
- Being allowed to record lectures
- Not being called on to read out loud in class
- Being allowed to use a computer for written assignments
- Taking quizzes and exams electronically
- Being allowed to use an electronic spellchecker
- Being allowed to circle answers on a test instead of filling in a Scantron or similar form
- Accessing advance copies of syllabi, textbooks, course materials, assignments, etc.
- Using assistive technology

**Note: Academic requirements that are essential to specific classes and/or programs of study (e.g., GPAs, specific prerequisite courses, sequence of courses and deadlines) are not considered discriminatory and cannot be waived.

***Note: All possible accommodations are not listed.

Exam Accommodations

Students who experience limitations or barriers related to exams or the testing environment may be eligible for exam accommodations. Common examples include extended time on exams, taking exams in a reduced distraction environment, and use of technology for assistance with reading or writing during exams. Students who need to request exam accommodations should communicate this with OAVA. The OAVA has an area designated for isolated testing. The student must contact OAVA in advance to schedule an appointment to use the isolated testing area.

A Note to Students: The OAVA is available as a convenience location for accommodated testing. It is not required that students take their exams at OAVA. In fact, some departments may require students to test within the department and will have a plan for providing accommodations. OAVA is unable to proctor every student who receives exam accommodations and scheduling occurs on a first-come, first-served basis. Students should promptly communicate with instructors to determine how exam accommodations will be provided, and should proactively schedule exams with OAVA if necessary.

OAVA Testing Policy

1. Tests must be scheduled at least 3 days prior to the test date. It is recommended that students schedule all tests, including finals, at the beginning of each semester. Students must schedule tests by emailing: disabilityservices@alasu.edu
2. Testing space in the OAVA is limited, and is available on a first-come, first-served basis. The responsibility of providing testing accommodations lies with the instructor, who may choose to offer accommodations within the department. Check with your instructor first.
3. If OAVA testing space is full, notify your instructor immediately. Failure to request alternate arrangements may mean you will not receive accommodations on the test. Instructors may refuse testing accommodations if students fail to provide timely notice.
4. Tests must be taken at the same time as the class unless (a) back-to-back classes will prevent the student from receiving all extended time; or (b) the instructor informs OAVA that rescheduling is permitted. Students should never miss one class to take a test in another.
5. Late arrival for tests will result in an automatic time reduction corresponding to the number of minutes the student is late. Students who are late for a test may not be allowed to start the exam at OAVA or may need instructor permission to begin the exam.
6. If you need to cancel a test at OAVA, you may do so by emailing disabilityservices@alasu.edu or by contacting the OAVA at 334-229-5127. Requests to reschedule an exam must be approved by the instructor and will be rescheduled according to the instructor's directions.

7. Permission to leave the testing room during a test may be granted at the discretion of OAVA staff.
8. **ABSOLUTELY NO PHONES OR WATCHES** are allowed in the test rooms. All other devices not specifically approved by instructors are also prohibited.

Accommodations for Clinical or Internship Requirements

Accommodations are initially determined based on the classroom or online setting, and are written to apply to those specific settings. As students approach their degree requirements related to clinical, fieldwork, or internship experiences, accommodations may be different and therefore students should notify OAVA to discuss their needs. Approval for accommodations related to experiential or application-based requirements is determined based on an individualized assessment of the student's needs, the requirements of the degree or program, and considerations related to the placement site. This process requires communication with the student in addition to the coordinator of the clinical, fieldwork, or internship experience. As with any accommodation request, OAVA must ensure that accommodation would not fundamentally alter the degree or program requirements, or pose a health or safety concern at the site. If reasonable and appropriate accommodation is approved, OAVA will notify the coordinator, who will work with the student and the site to implement the accommodation.

Temporary Accommodations

OAVA recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery, or short-term disabilities may need access to resources. Examples of temporary disabilities may include, but are not limited to:

- Broken Limbs
- Hand Injuries
- Short Term disabilities following surgery or medical treatments.

For documentation criteria related to temporary impairments, please check forms tab for Temporary Impairments on the OAVA website (www.alasu.edu/disabilityservices). **Please be aware that temporary impairments are not qualified under the ADA, and do not afford ADA protections.**

Pregnancy Accommodations

Alabama State University is committed to creating an accessible and inclusive environment for parental and pregnant students.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities including academic, educational, extracurricular, athletic, and other programs or activities of schools. This prohibition includes discriminating against a student

based on the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. Title IX also prohibits a school from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Students can complete the Pregnancy Adjustment form under the Forms tab of the OAVA website (www.alasu.edu/disabilityservices).

Absence Accommodations

Attendance is an essential component of postsecondary education and students are expected to comply with class attendance policies. When the nature of a student's disability includes symptoms which could exacerbate unexpectedly, a reasonable modification to the syllabus may be provided as an accommodation. Syllabus modifications do not function as an attendance waiver and therefore do not cover excessive or habitual absences, or negate the attendance and participation requirements of the course. The student remains responsible for fulfilling the essential requirements of the course. Instructors are not expected to compromise essential course requirements or fundamentally alter courses, regardless of a student's disability. Use of this accommodation requires prompt and collaborative communication between the student, the instructor, and OAVA. The student should meet with each instructor at the beginning of each semester to discuss syllabus policies and complete the Attendance Modification Agreement outlining the reasonable modification that can be provided in the course. The Attendance Modification Agreement can be accessed by the instructor and/or student on the OAVA website under the forms tab. **Accommodations related to attendance are not retroactive. Like other accommodations, they become effective after the student submits all documentation successfully and the accommodation letter is sent to instructor(s).**

As the student needs to use the absence accommodation, the student should:

1. Email the instructor as soon as possible to state they are using a disability-related absence and initiate arrangements for making up any missed work. If missing multiple classes, the student will need to email each instructor. Students are not required to disclose confidential information to their instructors, but can simply state "I need to use a disability-related absence from class today" or "I need to miss class today due to my disability."
2. Copy (CC) the Director of Accessibility and Veteran Affairs on email communications to the instructor(s). Students are responsible for notifying OAVA of the use of this accommodation in addition to notifying instructors.
3. Failure to follow these steps may result in an unexcused absence in the course

Housing Accommodations

Students with physical disabilities and health conditions may require housing accommodations in order to be able to live on campus. You will need to provide documentation from your healthcare provider that outlines your condition and what your specific housing needs are. Students can

complete the Housing Accommodations Request form under the Forms tab of the OAVA website (www.alasu.edu/disabilityservices).

Accommodation Registration Deadline

Applications for accommodations for the current term will be accepted until the midterm date designated “Last Day to Withdraw from the University and receive “W” grade” as stated in the semester schedule of classes (please check Academic Calendar for the exact date each semester:

<https://www.alasu.edu/academics/academic-calendar>).

**Note: Accommodation Registration Deadline does not apply to Temporary or Pregnancy Accommodations.

***Note: Accommodations become effective after the student delivers the accommodation notice from OAVA to the instructor and discusses the accommodation.

Note Taking Assistance

For various disability-related reasons, students may struggle to record all of the necessary lecture information in their notes. Some accommodations that can help level the playing field include access to an audio recorder, laptop or tablet. By recording, students are able to review parts of the lecture later in order to help with processing new concepts and supplementing their notes from class. By using a laptop or tablet, students may be able to take notes more quickly by typing or using a stylus, while recording the audio, importing PowerPoint slides, or drawing diagrams or concept maps. Additionally, some students need access to note-taking materials, such as PowerPoint slides, in an alternate format and OAVA can facilitate this as well.

Emotional Support Animal Policy (ESA)

ESA(s) will be approved on a case-by-case basis. Please see the website for additional information about ESA(s). All forms must be completed to be considered for an ESA. Students must provide a letter from their provider stating why they will need an ESA.

Student’s Responsibilities

Unlike the K-12 system, in higher education it is the responsibility of the student to self-identify as being in need of accommodation. This means it is the student’s responsibility to make application to be accepted as a student with a disability, provide documentation, cooperate with the OAVA to determine appropriate accommodations, deliver accommodation letters to the faculty, etc. In other words, students with disabilities in higher education (just as those without disabilities) are expected to take an active role in managing all aspects of their academic needs, adhere to academic policies and deadlines and follow codes of conduct.

How to reach instructors:

- Visit their office hours, which should be included on the course syllabus and / or posted outside the instructor's office. The office location will also be listed in the syllabus and/or the ASU Directory. If you need to discuss accommodations, office hours are the best times to do so. • Schedule an appointment if the instructor's office hours conflict with your class schedule.
- Email your instructor if you have a quick question to ask. The instructor's email will be listed on the syllabus. Use professional language (don't treat the email like you would a text message) and be sure to list the course and section you are in. Allow 1 to 2 business days for a response.
- Call your instructor using the phone number provided on the syllabus. If you leave a voicemail, be sure to include your name, course and section number, and the number where your call can be returned. Please be sure your own voicemail box is set up and accept messages.
- Request a virtual meeting.

Helpful tips:

- If you have a question or concern, try to address it with your instructor prior to contacting OAVA.
- Do not wait to discuss a problem. Promptly address problems with your instructor.
- Discussing a problem with your instructor right before or right after class is not always the best approach. Make use of office hours.
- If you call or email your instructor, allow time for a response. Do not expect a response outside of standard business hours.
- It is your responsibility to communicate with instructors and OAVA. Do not rely on others to do this for you.

In addition, student's MUST schedule an Intake Interview prior to being approved for accommodations.

Faculty's Responsibilities

Faculty are not responsible for, nor should they become involved in, evaluating a student's disability or reviewing documentation of claimed disabilities. Faculty who are presented with such requests are responsible for referring the student to the Director of Accessibility and Veteran Affairs. The Director will evaluate the request in accordance with established policy and make appropriate determinations. If accommodations are merited, OAVA will send an accommodations letter to faculty and the student. Faculty are responsible for reviewing the information in the letter and discussing how the accommodation will be implemented in the course. Any questions or concerns about the information contained in the letter should be directed to the Director. Faculty utilizing online or virtual media are responsible for ensuring that students with disabilities have full access to distance learning course materials just as they are for students in the classroom. Examples include: ensuring fully accessible websites, use of captioned media, and/or providing written transcripts of video presentations. Since the possibilities in virtual learning are endless, the means of providing accommodations must remain open to creativity. Each situation should

be evaluated on a case-by-case basis, and accommodations made that are reasonable for each situation. Reasonable accommodations are not optional and must be provided. Faculty who refuse reasonable accommodations may be held personally liable for their actions. However, there may be options regarding provision of the accommodations. Most course or classroom accommodations are easily arranged and the OAVA stands ready to assist. When questions arise to a specific accommodation, it is the responsibility of the faculty to contact the Director to resolve the matter. Faculty should not offer accommodations without following proper procedures, as this could risk setting a precedent that may not be appropriate or maintainable by the University.

Conflict Resolution/Grievance

The process of providing accommodations is a collaborative one between the student, the instructor, and OAVA. Students should review the steps and procedures listed below, noting the difference between each.

Accommodation Dispute Process

The following process applies to accommodation requests that are denied by OAVA.

In order to offer a good faith discussion of the student's needs in conjunction with The University of Alabama's course and/or program requirements, the following process will be followed in the case that a student's request for an academic accommodation is denied:

1. The student must provide a written appeal to the OAVA Director, seeking a formal review of the request. Because the nature of accommodation at the college level is to ensure equal access, the appeal must include the following information:
 1. The requested accommodation
 2. The functional limitations of the student's disability that would be remedied by the requested accommodation
 3. Any other pertinent information that the student would like to share.
2. OAVA will present all pertinent information (i.e., student's documentation of disability, history of academic accommodations, the accommodation request, course information and/or course syllabus) to the OAVA Director or designee.
3. The OAVA Director or designee will review the request and accompanying documentation with a selection of individuals who are trained, knowledgeable, and experienced in the relevant area. Consideration will be given as to whether the accommodation requested can be offered to this specific student, or if other effective accommodations exist.
4. Following the review process, the student will be informed, in writing, of the decision by the OAVA Director or designee. If the accommodation is denied, the reasons for the denial and offer of alternative accommodations (if available) will be provided.
5. The student will be offered an opportunity to respond and provide additional documentation to support the accommodation request.
6. Notice will be provided to the student of the right to file an appeal with the office of Academic Affairs (academicaffairs@alasu.edu).

Reporting Accommodation Issues

The following process applies to students who have been approved to receive accommodations, and believe that an instructor or staff member has not provided an approved accommodation.

- Step 1: If informal discussions with instructor/staff member have not resolved the issue, the student should contact OAVA. OAVA will attempt to resolve the issue by communicating with the instructor/staff member. The OAVA Director will be consulted in order to develop a resolution.
- The appeal must include the following information:
 - The requested accommodation,
 - Details explaining how the accommodation was not provided,
 - Any other pertinent information that the student would like to share.
- Step 2. If Step 1 does not resolve the complaint, the OAVA Director or their designee will forward the complaint to the Chair of the Department or Dean (if not resolved by Department Chair)
- Step 3. The Department Chair or Dean will gather information and render a final decision that will be communicated to all parties.

OAVA Staff Complaint

The following process applies when a student wishes to file a complaint against an OAVA staff member.

OAVA is a part of ASU's Office for Student Affairs. All complaints related to services and/or experiences with OAVA should be reported to the OAVA Director. If the complaint is not resolved through this process, students, faculty, and staff may file a complaint with the Assistant Vice President of Student Affairs/Student Success Units.

Campus Resources

Academic Advisement Center

Phone: 334-229-8073

Email: advisement@alasu.edu

Counseling Center

Phone: 334-229-4382

Email: ucc@alasu.edu

Student Success Labs

- **C-STEM**
 - Phone: 334-604-8051
 - Email: cstemctr@alasu.edu
- **HISTORY AND GEOGRAPHY**
 - Phone: 334-604-9017
 - Email: hisgeoctr@alasu.edu
- **MATH**
 - Phone: 334-604-9031
 - Email: quantmstctr@alasu.edu
- **READING**
 - Phone: 334-604-9073
 - Email: readingctr@alasu.edu
- **WRITING**
 - Phone: 334-604-9114
 - Email: writingctr@alasu.edu

Residential Life

Phone: 334-229-4357

Email: housing@alasu.edu

Health Center

Phone: 334-229-4436

Email: healthservices@alasu.edu

Activities and Special Events

Every event, special activity, and program hosted or planned by the University should be accessible to persons with disabilities. When selecting a location for an event, consideration should be given to its accessibility. If the event is publicized, provide persons with disabilities the opportunity to request special accommodations. Special accommodations can include alternate printed materials, interpreters for the deaf, assistive listening devices, etc. To determine the special accommodations that may be requested, list the following statement on all applications, registration, and program announcements: Individuals with disabilities requiring special accommodations should contact an (event coordinator) prior to the event, allowing reasonable advanced notice so that reasonable accommodations may be arranged.

Requesting Copies of Documentation

Occasionally students need to request copies of their documentation, or their letter of accommodation, or if the student has graduated and is starting a graduate program. OAVA will release documentation to students based on the following policy:

- If an evaluation was performed by the Alabama Department of Rehabilitation Services (ADRS), OAVA cannot provide copies of the documentation. The student must contact their Vocational Rehabilitation Counselor to request documentation.
- OAVA will not fax or email documentation to a 3rd party (i.e., a clinician or another university).
- OAVA will keep records for 5 years after the student has received accommodations from the office.
- OAVA will not fax documentation to anyone, including the student.
- If students intend to pick up their documentation from the OAVA office, OAVA requires 2 business days to prepare the documentation.
- If students intend for their documentation to be mailed or emailed, OAVA requires 5 business days to prepare the documentation.
- For students' protection, a photo id is required before documentation can be released. If documentation is mailed or emailed, the student must present an electronic copy of their photo id at the time of the request. Students who need to request copies of documentation may complete the Request for Copies of Documentation form on the OAVA website (www.alasu.edu/disabilityservices)

FAQ

Q: Who is eligible to receive services provided by the Office of Accessibility and Veteran Affairs (OAVA)? **A:** All students attending Alabama State University with a documented disability are encouraged to register early for services provided by OAVA.

Q: How do I register with the Office of Accessibility and Veteran Affairs (OAVA) and receive accommodations?

A: First, you must be admitted as a student at the university. Then proper disability documentation must be provided. Once the documentation has been assessed, an OAVA staff member will contact you if more documentation is needed (documentation, application, and class schedule with instructor's name) or to receive your accommodations. Finally, the student's Letter of Accommodations will be sent to all of their instructor(s). The student will then be responsible for following up with their instructor(s) in regards to how they will receive accommodations in their course(s).

Q: What documentation is needed to register for OAVA services?

A: Please visit Forms tab requirements on our webpage.

Q: If I submit my documentation late, will I be able to make up or resubmit ~~pt~~ assignments?

A: No, accommodations are not retroactive (or do not back date). If the student needs accommodations, please submit the application and all documentation early.

Q: Is there a deadline to submit documentation?

A: Yes. All documentation must be submitted prior to the midterm date designated "Last Day to Withdraw and receive a "W" grade for the current semester. This date can be located on the Academic Calendar.

Q: If I recently had surgery after the designated midterm date, will I be able to apply ~~for~~ temporary accommodations?

A: Yes. This policy does not apply to temporary or pregnancy accommodations.

Q: How long will it take to process my application?

A: Academic Accommodations (5-7 business days with sufficient documentation); ADA Room and ESA (30 day processing with sufficient documentation)