

# **University of South Alabama**



## **Center for Educational Accessibility & Disability Resources Student Handbook**

**320 Alumni Circle, Suite 19 Mobile,  
Alabama 36688  
(251) 460-7212**

## **Mission Statement**

Embracing the University of South Alabama's general mission that emphasizes teaching excellence while encouraging research, creative work, and service to the University and the community, Center for Educational Accessibility & Disability Resources enhances this mission for students with disabilities. Special Student Services' philosophy is to provide an education for individuals with disabilities through equal access, empowerment, support, resources, advocacy, collaboration and outreach throughout the University and community.

In addition to providing services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Center for Educational Accessibility & Disability Resources works closely with faculty and staff in an advisory capacity and assists in the development of reasonable accommodations that allow students with disabilities to fully participate in all of the programs offered on campus.

**Alternative format available upon request**

## CONTENTS

### **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (Text from U.S. Dept of Education)**

<b>Admission to USA</b>	<b>9</b>
<b>Services for Students</b>	<b>10</b>
<b>Documentation of Disabilities</b>	<b>14</b>
<b>Documentation Requirements</b>	
• <b>Attention Deficit Hyperactivity Disorder</b>	<b>15</b>
• <b>Learning Disability</b>	<b>17</b>
• <b>Mobility, Sensory, &amp; Systemic Disorders</b>	<b>19</b>
• <b>Psychological Disorders</b>	<b>20</b>
• <b>Traumatic Brain Injury</b>	<b>21</b>
<b>Accommodations Requests</b>	<b>22</b>
<b>Academic Accommodations</b>	<b>23</b>
<b>Grievance Process</b>	<b>24</b>
<b>Helpful Phone Numbers</b>	<b>25</b>
<b>Notes</b>	<b>26</b>

# **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities**

U.S. Department of Education  
Office for Civil Rights  
Washington, D.C. 20202

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U.S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.\*/

Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

**Do I have to inform a postsecondary school that I have a disability?**

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

### **When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

### **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

## **What if the academic adjustment we identified is not working?**

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

## **What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome of the school's grievance procedures or wish to pursue an alternative to using those procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and

capitalize on them, and believe in yourself as you embrace new challenges in your education.

**To receive more information about the civil rights of students with disabilities in education institutions, you may contact us at:**

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100

TDD: 1- 877-521-2172

Email: [ocr@ed.gov](mailto:ocr@ed.gov)

Web site: [www.ed.gov/ocr](http://www.ed.gov/ocr)

*\*/ You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its individualized education program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.*

*(September 2011)*

## **ADMISSION TO USA**

The Office of Admissions handles all applications for undergraduate and graduate admission. Admission standards are described in the USA Bulletin and must be met by all students, including students with disabilities. Admissions is located 2500 Meisler Hall. Contact the Office of Admissions at 460-6141. All information regarding disabilities

should be sent to Center for Educational Accessibility & Disability Resources, not to the Office of Admissions.

The Office of New Student Orientation provides programs for incoming students. Students with disabilities are encouraged to visit Center for Educational Accessibility & Disability Resources during orientation. Students who may need accommodations during orientation should contact New Student Orientation at 460-7093. The New Student Orientation office is located at 2600 Meisler Hall.

New Student Orientation website:

<http://www.southalabama.edu/departments/orientation/index.html>

## **SERVICES FOR STUDENTS**

### **Academic Advising**

Academic Advising is offered to students as a guide to what classes to take each semester. Each student has an advisor based on the current college he or she is enrolled in under the declared major. Contact information for each college is provided on the home Academic Advisor webpage. The link to find the colleges and their respective advisors is as follows.

<http://www.southalabama.edu/departments/academicadvising/>

### **Assistive Computer Technology**

Assistive computer technology is available in the Center for Educational Accessibility & Disability Resources computer lab. The lab is wheelchair accessible and contains text-to-voice software, text scanning equipment, screen readers and magnifiers.

### **Campus Accessibility**

Students are responsible for notifying Center for Educational Accessibility & Disability Resources if a classroom, activity, or program is not accessible. Center for Educational Accessibility & Disability Resources is responsible for arranging appropriate accommodations.

### **Career Services**

Career Services assists students and alumni by providing educational and career resources and advising. Part-time, full-time, internship, and cooperative education positions may be available through Career Services. Contact Career Services at 4606188. Career Services is located at 2100 Meisler Hall.

Career Services website: <http://www.southalabama.edu/careerservices/>





**USA is not obligated to provide services for students with disabilities until students register with Center for Educational Accessibility & Disability Resources and request accommodations.**

### **Financial Aid**

Office of Financial Aid offers grants, loans, scholarships, and work-study for eligible students. Students with disabilities are eligible for the same financial assistance as other students: there are no federal financial aid programs specifically for students with disabilities. The Financial Aid Office is located 1200 Meisler Hall. Contact Financial Aid at 460-6231. Financial Aid website: <http://www.southalabama.edu/finaid/>

### **Residence Life**

Residence Life provides a variety of housing options for USA students. Students should apply for campus housing as early as possible if they have special housing needs, and they should indicate any special needs on the Student Housing Application. Contact Housing at 460-6185. The Housing office is located in Delta Commons, Room 110. Residence Life website: <http://www.southalabama.edu/housing/>

### **Library Access and Assistance**

University of South Alabama Libraries provide students, faculty and staff with access to library collections and services. Services may include retrieval of materials, photocopying assistance, library orientation, special checkout arrangements, and extended loan periods. Main Campus: Handicapped parking spaces are located by the loading dock on the West side of the library. A ramp on the dock leads to the West entrance. Handicapped spaces are also available in the North parking lot near the sidewalk. For hours of operation and additional information, please contact 460-7025. University Libraries website: <https://southalabama.edu/libraries/index.html>

### **Math Labs**

The Math Department has two computer labs, located in ILB (Instructional Laboratory Building) 405 and ILB 245. The department offers extensive tutoring and computer assistance for MA 112, MA 113, MA 115, and ST 210. The schedule for tutoring can be found on the Math Department website located at <http://www.southalabama.edu/mathstat>, or contact 460-6264.

### **Parking Services**

Persons requiring temporary special parking arrangements may obtain an application for special parking from Center for Educational Accessibility & Disability Resources. Proof of disability will be required.

The special parking permit will allow parking in any available faculty/staff space. Handicapped spaces are off limits, but handicapped students may obtain permits to park in handicapped spaces. Applications may be obtained from Center for Educational

Accessibility & Disability Resources. Students must show handicapped placard which is registered in the student's name or handicap vehicle license plate number registered to the student. Specific parking questions may be addressed to the University Police Office located in the Beta/Gamma Commons Building, 290 Stadium Blvd. or contact 461-1481. Parking Services website: <http://www.southalabama.edu/parkingservices/>

### **Student Health Services**

Student Health Services provides medical care for USA students, including the prevention of illness, treatment of disease or injury, and counseling and advice. Appointments are encouraged, but emergencies are seen immediately. Student Health Services is located at 650 Clinic Dr., Suite 1200 (Research Park Building III). For additional information or to schedule an appointment, contact 460-6283. Student Health Services website: <http://www.southalabama.edu/studenthealth/>

### **The Writing Center**

The Writing Center is not a proofreading service. It is a teaching center, and its tutors are called consultants. Writing consultants focus on the writer rather than the writing, with the goal of teaching concepts to students. Instead of simply editing student writing, the consultants help students learn techniques and strategies to improve their own writing skills. The Writing Center is located in the Academic Services Center 1390, as well as the Center's satellite locations in Marx Library 240A and Alpha Hall South 338. To schedule an appointment with a writing consultant, call the Writing Center at 4606283. The Writing Center website: <http://www.southalabama.edu/writing/>

### **DOCUMENTATION OF DISABILITIES**

Students with disabilities who are requesting accommodations from USA must submit documentation of their disability to Center for Educational Accessibility & Disability Resources. Detailed guidelines for documentation of disabilities are located in this handbook and on the Center for Educational Accessibility & Disability Resources website at <http://www.southalabama.edu/sds>. These guidelines should be provided to the person or agency responsible for conducting the evaluation. Documentation costs are the student's responsibility.

Center for Educational Accessibility & Disability Resources cannot accept documentation that is more than three years old (one year for psychiatric disabilities). Usually, documentation accepted by Center for Educational Accessibility & Disability Resources is valid as long as the student is continuously enrolled at USA. However, updated documentation may be requested if a student leaves USA and returns, or if a student experiences a significant change in physical, mental, or social situation.

### **Confidentiality of Information**

Center for Educational Accessibility & Disability Resources is the only USA office that has access to documentation and information related to a student's disability.

(Documentation is maintained securely and disability diagnoses are kept confidential.) In addition, confidentiality is maintained in all verbal conversations between Center for Educational Accessibility & Disability Resources staff members and registered students and faculty/staff. Generally, no information is released to anyone outside of Center for Educational Accessibility & Disability Resources without the student's informed and written consent. Center for Educational Accessibility & Disability Resources may release information to USA officials if there is a direct threat to the health or safety of USA students, faculty, and/or staff. Documentation is destroyed seven years after the last semester students are enrolled at USA.

## **DOCUMENTATION REQUIREMENTS ATTENTION DEFICIT HYPERACTIVITY DISORDER**

**All reports should be typed on letterhead, dated and signed.**

A High School IEP, 504 Plan, and /or a letter from a physician or other professional will not be sufficient to document a learning disability. Medication cannot be used to imply a diagnosis.

The following must be included in a report:

- I. **Qualifications of the Evaluator** – The evaluator's name, title, and license/certificate credentials must be stated.
  
- II. **Current Documentation** – Evaluation data must be no more than three years old.
  
- III. **Evidence of early impairment** - The condition must have been exhibited in childhood in one or more settings. Please include a brief academic history.
  
- IV. **Evidence of current impairment** - In addition to the individual's history, documentation of current difficulties must include the student's clinically significant impairment in current social, academic, or occupational functioning. Must include evidence of impairment in two or more settings. Please include a description of how this individual is functionally limited in the classroom.
  
- V. **Historical Information, Diagnostic Interview, Psychological Evaluation**
  - a. Developmental history, including history of symptoms
  - b. Duration and severity of the disorder

- c. Relevant, developmental, historical, and familial data
- d. Behavioral Assessment Instruments for ADHD normed on adults; these should include at least two ratings scales (with scores and summary data) completed by individuals other than parents (preferably teachers).

VI. **Neuropsychological or psychoeducational assessments** - Such assessments are necessary to determine the current impact of the disorder on the individual's ability to function in an academic setting. Data should include subtest and standard scores to support conclusions, and should at least include most recent versions of a comprehensive intelligence battery and a comprehensive achievement battery. (Note: Assessments such as checklist and rating scales are very important, but checklists, scales or subtest scores should not be used as the sole criterion for a diagnosis of ADHD.)

*All reports must include an interpretation of test results. Test protocol sheets, handwritten summary sheets or scores alone are not sufficient. Acceptable instruments – Aptitude / Cognitive ability*

- Wechsler Adult Intelligence Scale III (or latest version). The WAIS is the preferred instrument
- Woodcock-Johnson Psychoeducational Battery – Revised: Test of Cognitive Ability
- Stanford-Binet Intelligence Scale

Unacceptable instruments – Aptitude / Cognitive ability

- The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure and is therefore not suitable for documentation purposes at USA
- Wechsler Intelligence Scale for Children (WISC) – this instrument is not standardized for use with adults

Acceptable instruments – Academic Achievement

- The Woodcock-Johnson Psychoeducational Battery – Revised: Test of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Standard Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as Test of Written Language - 4 (TOWL - 4), Woodcock Reading Mastery Tests – Revised, or the Stanford Diagnostic Mathematics Test

Unacceptable instruments – Academic Achievements

- The Wide Range Achievement Test (WRAT)

- Mini-Battery of Achievement (These are not comprehensive measures of achievement and are therefore not suitable for documentation purposes at USA)
- VII. **Diagnosis** - A clear and specific statement that the student is diagnosed with ADHD and the accompanying DSM-V code(s) are required. Must include DSM-V criteria upon which this diagnosis was established. Alternative explanations and diagnoses must be ruled out.
- VIII. **Medication** - Indicate whether or not the student is diagnosed while on medication, and whether or not the prescribed treatment produced a positive response. Medication alone cannot be used to support a diagnosis.
- IX. **Recommendations for Accommodations** – The report must include specific recommendations for academic accommodations and the rationale for those accommodations. A history of accommodations does not, in itself, warrant the provision of similar accommodations.

## **DOCUMENTATION REQUIREMENTS LEARNING DISABILITY**

**All reports should be typed on letterhead, dated and signed.**

A High School IEP, 504 Plan, and /or a letter from a physician or other professional will not be sufficient to document a learning disability. Medication cannot be used to imply a diagnosis.

The following must be included in a report:

- I. **Qualifications of the Evaluator** – The evaluator’s name, title, and license/certificate credentials must be stated.
- II. **Current Documentation** – Evaluation data must be no more than three years old.
- III. **Academic History** – Academic history documenting impact of learning disability.

- IV. **Neuropsychological or psychoeducational assessments** - Data should include subtest and standard scores to support conclusions, and should at least include **most recent versions** of a *comprehensive intelligence battery* **and** a *comprehensive achievement battery*.

*All reports must include an interpretation of test results. Test protocol sheets, handwritten summary sheets or scores alone are not sufficient.*

#### **Acceptable instruments – Aptitude / Cognitive ability**

- Wechsler Adult Intelligence Scale III (or latest version). The WAIS is the preferred instrument
- Woodcock-Johnson Psychoeducational Battery – Revised: Test of Cognitive Ability
- Stanford-Binet Intelligence Scale

#### **Unacceptable instruments – Aptitude / Cognitive ability**

- The Kaufman Brief Intelligence Test (KBIT) is not a comprehensive measure and is therefore not suitable for documentation purposes at USA
- Wechsler Intelligence Scale for Children (WISC) – this instrument is not standardized for use with adults

#### **Acceptable instruments – Academic Achievement**

- The Woodcock-Johnson Psychoeducational Battery – Revised: Test of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Standard Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)
- Specific achievement tests such as Test of Written Language – 3 (TOWL-3), Woodcock Reading Mastery Tests – Revised, or the Stanford Diagnostic Mathematics Test

## **Unacceptable instruments – Academic Achievements**

- The Wide Range Achievement Test (WRAT)
- Mini-Battery of Achievement (These are not comprehensive measures of achievement and are therefore not suitable for documentation purposes at USA).

V. **Functional Limitations** - Defined levels of functioning, limitations, and recommendations supported by evaluation data.

VI. **Diagnosis** – DSM-V code and clearly stated diagnosis of a learning disability based upon DSM-V criteria and supported by several subtest scores which show a significant discrepancy AND are at least approaching one SD below the mean of the test (in most cases, the mean is 100 with a SD of 15).

VII. **Recommendations for Accommodations** - The report must include specific recommendations for academic accommodations and the rationale for those accommodations. A history of accommodations does not, in itself, warrant the provision of similar accommodations at USA.

## **DOCUMENTATION REQUIREMENTS: MOBILITY, SENSORY, AND SYSTEMIC DISORDERS**

**All reports should be typed on letterhead, dated and signed.**

I. **Qualifications of the Evaluator** – The evaluator's name, title, and license/certificate credentials must be stated.

II. **Current Documentation** – Evaluation data must be no more than three years old.

III. **History to Support Diagnosis** – A description of the duration and severity of the disorder must be included. In addition, date of diagnosis, last contact with the individual, and approximate date of onset should be included.



**IV. Assessment of Mobility, Sensory, and/or Systemic Disorder** – A description of current symptoms and current treatments must be included. If the student is taking any medication related to the disability, the evaluator should describe the impact of that medication on the student's ability to participate in an academic environment.

a **Statutory blindness** is defined in the law as central visual acuity of 20/200 or less in the better eye with the use of correcting lens. An eye which has a limitation in the field of vision so that the widest diameter of the visual field subtends an angle no greater than 20 degrees is considered to have a central visual acuity of 20/200 or less." (as required by the Social Security Administration Code of Federal Regulations § 404.1581).

- examples of acceptable documentation proving legal blindness would be an eye report from an ophthalmologist, a statement from a physician, certified vocational rehabilitation counselor or low vision specialist.

b **Statutory deafness** is defined as a hearing impairment that is so severe that the individual is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

**V. Diagnosis** – A SPECIFIC statement that the student is diagnosed with a particular disorder, including the DSM-V or ICD-10 diagnostic (numeral) code, is required.

**VI. Substantial Limitation to Learning** – Mobility, sensory, or systemic disability must limit a major life activity, such as walking, learning, seeing, or sleeping, and there must be a significant limitation relative to what is common to the 'average' person. The evaluator must describe the major life activity affected by the disability and describe how the disability presents a substantial limitation to academic performance.

**VII. Recommendations for Accommodations** – The report must include specific recommendations for academic accommodations and the rationale for those accommodations. A history of accommodations does not, in itself, warrant the provision of similar accommodations at USA.

## **DOCUMENTATION REQUIREMENTS PSYCHOLOGICAL DISORDERS**

**All reports should be typed on letterhead, dated and signed.**

**I. Qualifications of the Evaluator** – The evaluator's name, title, and license/certificate credentials must be stated.

- II. **Current Documentation** – Evaluation data must be no more than one year old.
- III. **History to Support Diagnosis** – A description of the duration and severity of the disorder must be included. In addition, relevant medical, familial, and social histories should be included.
- IV. **Assessment of Psychiatric Disorders** – The evaluator should include specific evaluation data to support a diagnosis of a psychiatric disorder. Results of standardized assessments, rating scales, or checklists are important, but need not be the sole criterion for a diagnosis of a psychiatric disorder. A description of current symptoms and current treatments must be included. If the student is taking any medication related to the disability, the evaluator should describe the impact of that medication on the student’s ability to participate in an academic environment.
- V. **DSM-V or ICD-10 Diagnosis** – A SPECIFIC statement that the student is diagnosed with a particular disorder, including the DSM-V or ICD-10 diagnostic (numeral) code, is required.
- VI. **Substantial Limitation to Learning** – A psychiatric disability must limit a major life activity, such as learning, sleeping, or working, and there must be a significant limitation relative to what is common to the ‘average’ person. The evaluator must describe the major life activity affected by the psychiatric disability and describe how the disability presents a substantial limitation to academic performance.
- VII. **Recommendations for Accommodations** – The report must include specific recommendations for academic accommodations and the rationale for those accommodations. A history of accommodations does not, in itself, warrant the provision of similar accommodations at USA.

## **DOCUMENTATION REQUIREMENTS TRAUMATIC BRAIN INJURY**

**All reports should be typed on letterhead, dated and signed.**

- I. **Qualifications of the Evaluator** – The evaluator’s name, title, and license/certificate credentials must be stated.
- II. **Current Documentation** – Evaluation data must be no more than three years old.

**III. History to Support Diagnosis** – A description of the duration and severity of the injury must be included. In addition, date of diagnosis, last contact with the individual, approximate date of onset, and symptoms should be included.

**IV. Assessment of Cognitive Abilities and Educational Achievement** – The evaluator should provide an assessment of the student's cognitive abilities, including processing speed and memory (post-rehabilitation and within one year). Also, standard scores from individually administered, standardized achievement tests must be reported. The evaluator should assess reading comprehension, written language, spelling, and mathematical abilities. If the student is taking any medication related to the disability, the evaluator should describe the impact of that medication on the student's ability to participate in a college environment.

**V. DSM-V or ICD-10 Diagnosis** – A SPECIFIC statement that the student is diagnosed with a neurological injury, including the DSM-V or ICD-10 diagnostic (numeral) code, is required.

**VI. Substantial Limitation to Learning** – The disability must limit a major life activity, such as walking, learning, or working, and there must be a significant limitation relative to what is common to the 'average' person. The evaluator must describe the major life activity affected by the disability and describe how the disability presents a substantial limitation to academic performance.

**VII. Recommendations for Accommodations** – The report must include specific recommendations for academic accommodations and the rationale for those accommodations. A history of accommodations does not, in itself, warrant the provision of similar accommodations at USA.

## **REQUESTING CLASSROOM ACCOMMODATIONS**

**Classroom accommodations are provided on a semester-by-semester basis.**

Center for Educational Accessibility & Disability Resources prepares a letter addressed to the instructor of each class for which students request accommodations. Students are responsible for requesting accommodation letters from Center for Educational Accessibility & Disability Resources at the beginning of each semester, delivering these letters to instructors, and scheduling the requested accommodations with instructors throughout the semester. Students may request classroom accommodation letters at any time during the semester, but instructors are not obliged to provide accommodations until they receive official accommodation letters from students. Students must discuss with each instructor the need for testing accommodations well in

advance of a test. Finally, students are responsible for reporting to Center for Educational Accessibility & Disability Resources any concerns about implementation of classroom accommodations.

**Receiving classroom accommodations at USA is a 4-step procedure:**

1. Students obtain accommodation letters from Center for Educational Accessibility & Disability Resources at the beginning of each semester.
2. Students can email or print and hand-deliver accommodation letters to each instructor.
3. Students must discuss with each instructor the need for testing accommodations well in advance of a test, i.e. such as extended testing time and distraction reduced testing environment. For testing at Center for Educational Accessibility & Disability Resources, students must complete a test accommodations request form 48 business hours prior to each examination. NOTE: Requests for final exams must be received one week prior to exam.
4. Students report any concerns about accommodations to Center for Educational Accessibility & Disability Resources as soon as possible.

## **ACADEMIC ACCOMMODATIONS**

Center for Educational Accessibility & Disability Resources may recommend the following academic accommodations based upon appropriate documentation and individual class requirements.

### **Academic Aids**

Students may use calculators, dictionaries, computers, spell checkers, and/or grammar checkers for in-class work.

### **Priority Registration**

All students registered with Center for Educational Accessibility & Disability Resources are eligible for priority registration. Center for Educational Accessibility & Disability Resources does not advise students on curriculum and course selection. Academic advisors are listed in the JagTraks Registration Guide on the Registration Contacts page. This information may be located on the following website:  
<https://southalabama.edu/schedule/index.html>

### **Reading Assistance**

Students may request readers, text-to-voice computer software, and/or audiobooks. Text-to-voice software is available in the Center for Educational Accessibility & Disability Resources computer lab.

### **Sign Language Interpreting**

Deaf and hard of hearing students may be provided with state licensed/permitted interpreters for class sessions, class-related activities, and USA-related events.

### **Audio Recording, Note Taking Assistance, and Scribes**

Students may record class lectures and/or request peer note takers. Center for Educational Accessibility & Disability Resources can provide recorders for students and carbonless paper for note takers. Center for Educational Accessibility & Disability Resources can provide scribes for students requiring such assistance.

### **Testing Accommodations**

Testing accommodations may include extended time (time and one-half to double time), reduced-distraction testing situations, and/or alternate test formats (such as Braille or orally administered tests). Tests may be administered in each department, whenever possible.

Services of a personal nature are not considered academic accommodations. Examples of personal services include tutoring, transportation, and attendant care.

## **GRIEVANCE PROCESS**

Questions and concerns regarding accommodations and services for students with disabilities should be directed first to Center for Educational Accessibility & Disability Resources. If the Center for Educational Accessibility & Disability Resources staff members cannot resolve an issue, a meeting with the student, the instructor (if appropriate), the Center for Educational Accessibility & Disability Resources Director, and the Dean of Students may be requested. If an agreement is not reached at this point, the student may file a formal, written appeal. The appeal should clearly describe the complaint in detail, and should be transmitted as a confidential document to:

Assistant Vice President of Student Affairs 307  
N. University Blvd.  
Student Center, Room 245  
Mobile, Alabama 36688

During the grievance process, students are entitled to receive all accommodations recommended by Center for Educational Accessibility & Disability Resources. It is important that concerns are addressed promptly so that the student's participation in courses is not affected.

### **Steps in the Grievance Process**

1. Consult with Center for Educational Accessibility & Disability Resources staff members.
2. If the situation is not resolved in step 1, meet with the instructor (if appropriate), the Director of Center for Educational Accessibility & Disability Resources, and the Assistant Vice President of Student Affairs.
3. If the situation is not resolved in step 2, submit a formal, written appeal to the Assistant Vice President of Student Affairs.

If a complaint is not resolved through the USA Grievance Process, students may file a formal complaint with the regional Office for Civil Rights in Atlanta, Georgia. The Office of Civil Rights investigates complaints alleging violations of the ADA of 2010 or Section 504 of the Rehabilitation Act of 1973.

## **HELPFUL PHONE NUMBERS**

(The area code is 251)

Center for Educational Accessibility & Disability Resources	460-7212
Admissions Office	460-6141
Career Services	460-6188
Counseling & Testing Services	460-7051
Financial Aid	460-6231
Graduate School	460-6310
Residence Life	460-6185
Library	460-7025
Math Department	460-6264
Parking Services	461-1481
Campus Police	460-6312
Student Health Services	460-7151

Writing Center	460-6283
Jag Tran	460-7735
Dining Services	460-6296
Registrar	460-6251
Campus Bookstore	460-7012
Dean of Students	460-6172

## NOTES

---

---

---

---

---

---

---

---

---

---





---

---