

UTMB DOCUMENTATION GUIDELINES FOR STUDENTS WITH DISABILITIES

UTMB is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities at UTMB, please contact the Student ADA Coordinator (SADAC), Faith Robin, M.Ed., LPC, at Lee Hage Jamail Student Center, Suite 2.126 (409-747-4818), or the Coordinator of Services for Students with Disabilities within Student Services. This information will be confidential; only those individuals responsible for assuring reasonable accommodations will be given this information.

Students needing information about the accessibility of the campus can contact the Student ADA Coordinator. Educational accommodations are individually determined to fit the specific needs of a student with a disability. The documentation that a student provides to confirm a disability must also specify those accommodations that address the individual's needs related to the identified disability. The School ADA Liaison (SAL) of each respective school, along with the Coordinator of Services for Students with Disabilities (CSSD) and the Student ADA Coordinator (ADAC) convene to ensure that the student accommodation is reasonable, that it does not compromise an essential function or fundamentally alter the nature of the curriculum or a course or stated program at UTMB.

Students that develop or discover a disability after matriculation are both eligible and accountable for the provisions with the UTMB Students with Disabilities policy. Students who become aware of the presence of a disability requiring accommodations can contact the Student ADA Coordinator. The Student ADA Coordinator will inform the student of the need for proper documentation and other requirements needed by UTMB to substantiate the presence of a qualified disability and need for accommodations.

Appropriate Documentation for Consideration of Accommodations Request

Appropriate documentation is required of each individual requesting accommodation to ensure consistent and appropriate services based on the individual needs.

- A. A report must be obtained from an appropriate certified specialist capable of diagnosing the particular disability/disorder.
- B. *Sensory, physical or other health impairments* require written documentation in the form of medical reports or a letter from a physician detailing the disability.
 1. Documentation can include any functional limitations as a result of a disability and specify how they might impact the student in an academic setting.
 2. Specific recommendations for reasonable accommodations for the student, which correlates with the functional limitations associated with the disability, is included in the assessment.
 3. Documentation is provided even if the condition is temporary (e.g. broken leg, dislocated shoulder, etc.,)
 4. With a temporary disability, an estimated date is included in order to review continuation/termination of services.
- C. *Learning disabilities* require a neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability.
 1. Documentation is submitted on letterhead of the qualified professional and it provides clear and specific evidence of a learning disability. Objective evidence of a substantial limitation to learning is also included.
 2. Minimally, domains to be addressed include measurement of aptitude, achievement and information processing.

- a. A complete IQ battery is required with all subtests and standard scores. The preferred instrument is the Wechsler Adult Intelligence Scale IV.
 - b. A complete achievement battery is required with all subtests and standard scores. Acceptable instruments include; Woodcock-Johnson Psychoeducational Battery-Revised; Tests of Achievement, Wechsler Individual Achievement Test, Stanford Test of Academic Skills, Scholastic Abilities Test for Adults, etc. The Wide Range Achievement Test-Revised is not a comprehensive measure of achievement, and therefore is not preferable if used as the sole measure of achievement.
 - c. Specific cognitive processing strengths, weaknesses, and deficits (e.g. short and long term memory; sequential memory; auditory and visual perception/processing; processing speed; executive functioning; motor ability) are assessed. Acceptable instruments include Wechsler Memory Scales III, Detroit Test of Learning Aptitude-3, appropriate information from subtests on the WAIS IV or the Woodcock-Johnson Tests of Cognitive Ability, and other instruments relevant to the presenting learning problems.
 - d. Individual learning styles, learning differences and academic problems, in and of themselves, do not constitute a learning disability. The nature and severity of the functional limitation(s) is supported by the test data, academic history, anecdotal and clinical observations that may include the student's level of motivation, study skills and other non-cognitive factors. These findings support the fact that the individual's functional limitations are due to the stated disabilities.
3. Suggestions/recommendations for academic accommodations regarding curriculum, as well as, testing situations can also be included. Each recommended accommodation can be correlated with specific test results or clinical observations.
- D. *Psychiatric disabilities* require documentation from a licensed psychologist or psychiatrist or a licensed clinical social worker or licensed professional counselor on his/her letterhead.
1. The documentation submitted includes a DSM-IV TR diagnosis as well as diagnostic code(s).
 2. An explanation of how the condition may affect the student in an academic setting is addressed in clear and professional language.
 3. Suggestions for reasonable accommodations that are correlated to the specific functional limitations of the individual can be included.
 4. Information regarding current medications and possible side effects which would/could interfere with the academic progress of the student can also be addressed. The information can also include the extent to which the medication has mitigated the condition.
- E. *Attention Deficit Hyperactivity Disorder (ADD/ADHD)* documentation must be made and signed by a licensed and qualified professional on his/her letterhead.
1. Documentation is in the form of a DSM-IV TR diagnosis and includes diagnostic codes, and the specific subtype. (A Multi-axial diagnostic format is preferred.)
 2. Names of the assessment instrument(s)utilized in determining the diagnosis.
 3. Quantitative and qualitative information that supports the diagnosis.
 4. The individual's functional limitations related to ADD/ADHD.
 5. The areas of educational impact and the severity of the condition
 6. Suggestions for reasonable accommodations, which are correlated, to the specific functional limitations of the individual.
 7. Information regarding current medications and possible side effects which would/could interfere with the academic progress of the student , as well as, the extent to which the medication has mitigated the condition can be stated as well.

For additional information on a complete policy regarding students with disabilities you may contact these offices;

Services for Students with Disabilities

Office of Student Services
Lee Hage Jamail Student Center
Galveston , TX 77555-1316
(409) 747-9055

The Student ADA Coordinator

Office of Student Services
Lee Hage Jamail Student Center
Room 2.126
Galveston, TX 77555
(409) 747-4818

The IHOP policy is located online at:

http://www.utmb.edu/Policies_And_Procedures/Student_Policies/PNP_004984