



**The Center for Student Accessibility, Room L-237,
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The Center for Student Accessibility Documentation Guidelines for Students with Disabilities

Guidelines presents generally accepted documentation information to facilitate academic parity. All Student Support staff members look forward to facilitating your academic success. We are invested in assisting you achieve your academic goals.

Our partnership with you depends upon many factors, including documentation. In order for us to provide educational, technology, and other accommodations, we require documentation which supports your situation, identifies your disability, and contributes to our understanding of your specific needs.

Together we will shape a sound educational plan based on your intake interview, documentation, and perhaps other factors. We can also refer you to testing sites or other resources which can provide documentation, whether your condition is permanent or temporary.

High-School and College

College is different than high school. The laws that govern the K-12 environment are *not* the same as those that govern the college environment. In high schools, eligible students are automatically provided with testing followed by accommodations and services. College students must take the responsibility to self-disclose and to provide documentation in order to receive accommodations. The disability program on campus is the mandated site to receive documentation.

Added Note

Accommodations are based on documentation. In the case of multiple disabilities, students must provide documentation for each disability for which accommodations are requested.

Documentation Guidelines

General Guidelines

As noted above, students with disabilities who request services or accommodations are required to provide appropriate and current documentation. Prior documentation, such as an Individualized Education Program (IEP) or other documentation, from a former school, does not necessarily validate the need for the continuation of accommodations at the university level. This history need not be wasted. Previous documents can be attached to current documentation as part of a comprehensive assessment profile.

The determination of reasonable accommodations on campus is based on satisfying the documentation guidelines outlined below, and a clear demonstration of the functional limitations on performance in a university setting. These guidelines apply for all disability types, physical, hidden, learning, and other recognized disabilities as per ADA.

- A qualified professional should conduct the evaluation, and provide name, title, professional credentials, including information about state licensure number or certification date(s), as well as specialization and employment.
- The evaluation should include diagnosis (ICD-10 or DSM-V) and be dated. The document will include the original signature of the professional responsible for the assessment of functioning.
- The evaluation must be current. Disabilities may change in severity over time and documentation should support current accommodation needs.
- Recommendations and rationales for accommodations, including assistive technologies, should be based on the analysis of the functional impact of the diagnosis.
- As previously stated, the Disability Director has discretion. In the event of insufficient documentation, each campus disability director reserves the right to delay services and accommodations until further documentation is submitted and reviewed.

Key points: Qualified evaluator, current evaluation, evaluation signed and dated by evaluator, recommendations for accommodations. (Note:

the terms *evaluation* and *documentation* are used accordingly to that which is more appropriate for disability type. Both constitute acceptable reports or material for supporting services and accommodations.

*** Learning Disability Documentation Guidelines**

The evaluation should:

be conducted by a qualified evaluator with comprehensive training with adolescents and adults with learning disabilities.

offer specific diagnosis confirming a learning disability. A description of the functional impact of the diagnosis should include specifics of how the learning process may be affected by the diagnosis, and include recommendations and rationales for accommodations inclusive of assistive technologies.

include test scores to document the nature and severity of the disability.

***ADD/ADHD Documentation Guidelines**

The evaluation should:

be conducted by a qualified professional whose background includes training and relevant experience in the full range of psychiatric disorders.

include a specific diagnosis.

include a summary of relevant historical information including initial onset, diagnosis, and indication of ADD/ADHD throughout adolescence or adulthood.

identify functional limitations in the educational setting, inclusive of assistive technology.

include specific recommendations or accommodations and the rationale why these specific recommendations are necessary.

*** Psychological & Psychiatric Disabilities/Disorders
Documentation Guidelines**

The evaluation should:

be made by a professional who is qualified with appropriate training in diagnosing psychiatric and /or psychological disorders.

offer a current diagnosis

indicate current treatment, use of medication, and its impact upon student's functioning in the academic context.

The report should include the specific DSM-V diagnosis and any recommendations for support.

*** Visual Disabilities Documentation Guidelines**

The documentation should:

include an ophthalmologic evaluation made by a qualified professional or granted by a recognized resource such as the New York State Commission for the Blind.

be current and reflect present condition. In case of visual acuity changes, new documentation will be submitted.

identify functional limitations and provide recommendations for academic accommodations/assistive technology.

*** Deaf/Hard of Hearing Disabilities Documentation Guidelines**

The documentation should:

include a diagnosis based on an audiological evaluation conducted by a qualified professional.

include a description of functional limitations and recommendations for academic accommodations, interpreter services, and other services inclusive of assistive technology.

*** Mobility/Orthopedic Disabilities Documentation Guidelines**

The evaluation should:

be made by a qualified professional with appropriate training in diagnosing physical disabilities.

be current and relevant. If the conditions change, an updated report will be required.

include a diagnosis, a description of any functional limitations, and recommendations for accommodations/assistive technology.

*** Chronic Medical Conditions (including Hidden Disabilities) Documentation Guidelines**

The evaluation should:

be submitted on letterhead by a qualified health professional.

identify specific diagnosis.

identify medication, if any, and include information describing the possible impact of the medication upon academic performance.

identify functional limitations in the academic environment, and recommendations for accommodations/assistive technology.

*** Substance Abuse/Chemical Dependency Documentation Guidelines**

The evaluation should:

be submitted from a qualified professional with experience in the field of substance abuse.

be current.

identify diagnosis that specifies the nature of addiction.

identify functional limitations and recommendations for accommodations.

include treatment program and medication information.

*** Other Disabilities that Are Not Identified Above**

In the case of disability not included in any disability-type above, the same requirement applies: a current evaluation by a qualified professional on letterhead indicating functional limitations; diagnosis; indication of limitations based on the condition, indicate information impacting on academic functioning

