

DSU Accessibility Services Documentation Guidelines

Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. To establish that an individual is covered under ADA, documentation must indicate that the disability substantially limits a major life activity. Major life activities include, but are not limited to, performing manual tasks, seeing, hearing, walking, standing, lifting, speaking, breathing, learning, and working. In general, the less apparent the disability, the more information is required to assess a student's needs and make reasonable accommodation decisions.

Individual Educational Plans (IEPs) and Section 504 Plans from high school must be updated during his/her senior year of high school. IEPs or 504 Plans must be conducted within the last three years to be considered as valid documentation for registering for Accessibility Services.

Disability documentation submitted must:

1. Be recent, relevant and comprehensive, and contain test scores and interpretation if appropriate (e.g. learning disability reports, audiograms, ADHD, etc.)
2. Demonstrate a substantial impact on one or more major life activities.
3. Indicate whether the impact is current and stable or fluctuating (conditions that fluctuate over time may require more recent documentation and ongoing updates of documentation).
4. Adequately verify the nature and extent of the disability in accordance with current professional standards and techniques of the licensed professional.
5. Clearly substantiate the need for all of the student's requested accommodations.
6. Be provided by a licensed clinical professional familiar with the history and functional limitations of the impairments. The clinical professional should be someone other than a member of the student's family.
7. Be submitted on official letterhead of the professional describing the disability or the DSU Documentation Request Form can be filled out by the licensed professional.
8. Be dated and signed and include the name, title, professional credentials of the evaluator and information about state licensing and/or certification.
9. Students with multiple disabilities should identify all diagnosed disabilities. By doing so, the Accessibility Services Coordinator is best equipped to make the most appropriate accommodation recommendations.

If initial documentation is incomplete or does not adequately address the criteria to determine the extent of a disability or the need for accommodations, Accessibility Services office has the discretion to require additional documentation. Any cost incurred in obtaining documentation is the responsibility of the student.