

WAYNE STATE UNIVERSITY

Educational Accessibility Services

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DOCUMENTATION GUIDELINES

Wayne State University students who have disabilities must provide appropriate documentation to the Educational Accessibility Services (EAS) office if they want to receive reasonable academic accommodations based on their disability while they attend the university.

It is the student's responsibility to provide the Office of Educational Accessibility Services with the required documentation before accommodations are in place. You should bring the documentation to your appointment with the EAS Learning Specialist or along with you while you visit EAS' during the office's stop in hours.

The following pages will clarify what type of documentation is needed in order for you to request the documentation from your health care provider.

DOCUMENTATION OF PHYSICAL/MEDICAL DISABILITIES

All students must provide appropriate documentation for the diagnosis of physical/medical disabilities prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of physical/medical disabilities must meet the following requirements:

1. Be in the form of a signed and dated report on official letterhead, prepared by a qualified professional.

2. Include a clinical diagnosis, the date of original diagnosis, and the date of last contact with the individual. The documentation should be recent and address current levels of functioning.
3. Include a summary of assessment procedures and diagnostic test data used to make the diagnosis and determine functional limitations.
4. If the impairment interferes with cognitive functioning, test scores must substantiate a significant impairment** to cognitive functioning. All sub-test standard scores must be provided for all tests reported.
5. Establish a clear link between the requested accommodations and the substantiated functional limitations that are pertinent to the academic/functional demands of the academic setting for which the accommodations are being requested.
6. Describe the expected progression or stability of the impact of the disability over time.
7. Detail treatments, medications, assistive devices/services currently prescribed or in use.

*In order to meet the adult criteria of "disability" under federal laws a person must provide documentation of how his or her significant impairment "substantially limits" his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION OF DEAFNESS AND HARD OF HEARING

All students must provide appropriate documentation for the diagnosis of deafness and hard of hearing prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with Educational Accessibility Services office and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of deafness and hard of hearing must include all of the following:

- 1.) A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student's academic functioning.

- 2.) A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
- 3.) Medical information relating to the student's needs, the status of the individual's hearing (static or changing), and its impact on the demands of the student's academic program.
- 4.) A statement regarding the use of hearing aids (if appropriate).
- 5.) A description of the student's functional limitations supported by the diagnostic data, and how they would relate to a significant impairment** in academic functioning.

*In order to meet the adult criteria of "disability" under federal laws a person must provide documentation of how his or her significant impairment "substantially limits" their cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective evaluation by an individual qualified and licensed within the specialty area of concern. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION OF BLINDNESS AND LOW VISION

All students must provide appropriate documentation of the diagnosis of blindness or low vision prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services office and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of blindness and low vision must include all of the following:

- 1.) A diagnostic/treatment report prepared, signed, and dated by a qualified professional, on official letterhead.
- 2.) A clear statement of the diagnosis with supporting numerical description of vision limitations that is within five (5) years of beginning study at WVU.
- 3.) A summary of the present symptoms used to meet the criteria for diagnosis of the specific condition.
- 4.) A summary of assessment procedures and evaluation instruments used to make the diagnosis, including a summary of evaluation results.

- 5.) Current medical information relating to the student's needs and the status of the student's vision (static or changing) including the use of corrective lenses and ongoing visual therapy (if appropriate).
- 6.) A description of the student's functional limitations supported by the diagnostic data, and how they would relate to a significant impairment** in academic functioning.

*In order to meet the adult criteria of "disability" under federal laws a person must provide documentation of how his or her significant impairment "substantially limits" their cognitive/academic functioning.

** A significant impairment means below-average functioning as measured through an objective evaluation by an individual qualified and licensed within the specialty area of concern. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION OF TRAUMATIC BRAIN INJURY

All students must provide appropriate documentation for the diagnosis of traumatic brain injury prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of traumatic brain injury must include all of the following:

1. Be in the form of a signed and dated report on official letterhead, prepared by qualified physician.
2. Include a clinical diagnosis including the date of original diagnosis of the traumatic brain injury and the date of last contact with the individual.
3. Include a summary of assessment procedures used to make the diagnosis and determine functional limitations.
4. Identify the major life activities affected by the student's traumatic brain injury that will affect the student in an academic setting.
5. Include test scores that substantiate a significant impairment** in academic functioning as it relates to the student's traumatic brain injury. All sub-test standard scores must be provided for all tests reported.

6. Address both the current level of functioning and present need for accommodations, including an assessment of the individual's cognitive abilities, including processing speed and memory.

* In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment "substantially limits" his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION CRITERIA FOR USE OF A SERVICE ANIMAL

Some students with disabilities require the use of a service animal. In order to use a service animal within University academic settings and at University functions, all qualified students must provide appropriate documentation of a diagnosed condition and the associated functional limitations that create the substantial need for the use of a service animal. This must be done prior to receiving disability accommodations based upon that disorder. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

The student must provide appropriate documentation of a diagnosed condition that substantiates the need for the use of a service animal on campus and at University functions. Such documentation must meet the following requirements:

1. The signed report must be completed by a qualified and licensed health care provider, must be dated and on the official letterhead of the provider.
2. The report must be recent (typically within one year of the request).
3. The report must include all diagnostic test scores or values that relate to the diagnosis and functional limitations.
4. The report must indicate how the disability contributes to a significant impairment in functioning for which the accommodation is being requested.
5. The report must substantiate the need for a service animal.

The student must provide documentation that shows the service animal is certified to provide the necessary service.

In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment substantially limits his or her functioning within the area for which they are requesting disability-based accommodations. A significant impairment means below-average functioning as measured through an objective evaluation by an individual qualified and licensed within the specialty area of concern.

WSU/EAS defines "service animal" as an animal individually trained to perform tasks for the benefit of the individual with a disability.

WSU/EAS defines a companion animal as an animal that provides emotional support for an individual.

WSU/EAS does not permit the use of a companion animal as a disability-based accommodation.

DOCUMENTATION OF LEARNING DISABILITIES

All students must provide appropriate documentation for the diagnosis of learning disability prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services office and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 *, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of a learning disability must meet the following requirements:

1. The report must be on official letterhead and signed and dated by the evaluator, who must be a qualified and/or licensed professional.
2. Testing must use adult normed tests such as the WAIS-III.
3. The report must be comprehensive and address at least: aptitude (IQ), achievement (reading, math, and written language), and processing (visual-motor and auditory).
4. All sub-test standard scores must be provided for all tests reported.
5. Screening tests, such as the Wide Range Achievement Test (WRAT), the Nelson Denny Reading Test, or the Peabody Individual Achievement Test (PIAT), are not acceptable by themselves as tests of achievement.

6. Testing must address the present impact of the student's disability on current academic functioning and should have been completed within five (5) years of beginning study at WSU.
7. The report must indicate how the learning disability contributes to a significant impairment** in cognitive functioning.
8. The report must clearly give a diagnosis of the specific learning disorder and should use *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition* (DSM IV-TR) or ICD-10 diagnostic codes. Vague terms such as "may have", "seems to have", and "suggests" are not acceptable as diagnostic.
9. The report must specify the test scores and equated rationale used to determine the DSM-IV or ICD-10 diagnosis and suggested accommodations.
10. The report must include a history of the learning disability and previous accommodations.

*In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment "substantially limits" his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION OF ATTENTION DEFICIT/HYPERACTIVITY DISORDER

All students must provide appropriate documentation for the diagnosis of Attention Deficit/Hyperactivity Disorder prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the students responsibility to initiate contact with the Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not All diagnostic evaluation reports submitted as documentation of Attention Deficit/Hyperactivity Disorder must meet the following requirements:

1. Be on official letterhead, signed and dated by a qualified professional, such as a psychiatrist or licensed psychologist trained in the differential diagnosis of psychological/psychiatric disorders.
2. Include test scores that verify a significant impairment** in cognitive functioning as it relates to the diagnosed condition.

3. Address both the current level of functioning and present need for accommodations. If documentation is more than six (6) months old, the treating professional must provide a letter updating all pertinent information.
4. Include a clear statement of the DSM-IV-TR or ICD-10 diagnosis. Not all conditions listed in the DSM-IV-TR or ICD-10 are disabilities or impairments for the purposes of ADA.
5. Include a summary of assessment procedures used to make the diagnosis.
6. Describe present symptoms and fluctuation conditions/symptoms in relation to the diagnosis.
7. Describe current medications, including side effects.
8. Describe functional limitations supported by the diagnosis and diagnostic test scores. If accommodations are requested based upon multiple diagnoses, documentation of all disabilities for which accommodations are being requested must meet documentation criteria for each disorder.

*In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment substantially limits his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

DOCUMENTATION OF PSYCHOLOGICAL/PSYCHIATRIC DISABILITIES

All students must provide appropriate documentation for the diagnosis of psychological/psychiatric disabilities prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

All diagnostic evaluation reports submitted as documentation of psychological/psychiatric disorders must meet the following requirements:

1. Be in the form of a signed and dated report on official letterhead, prepared by a qualified professional such as a psychiatrist or licensed psychologist trained in the differential diagnosis of psychological/psychiatric disorders.

2. Include test scores that substantiate a significant impairment** in cognitive functioning as it relates to the diagnosed condition. If the disorder interferes with cognitive performance, specific diagnostic test data must be provided as evidence of this interference. Poor grades are not sufficient evidence of a condition's impact on academic functioning.
3. Address both the current level of functioning and present need for accommodations. If documentation is more than six (6) months old, the treating professional must provide a letter updating all pertinent information.
4. Include a clear statement of the DSM-IV-TR or ICD-10 diagnosis. Not all conditions listed in the DSM-IV-TR or ICD-10 are disabilities or impairments for the purposes of ADA.
5. Include a summary of assessment procedures used to make the diagnosis.
6. Describe present symptoms and fluctuation conditions/symptoms in relation to the diagnosis.
7. Describe current medications, including side effects.
8. Describe functional limitations supported by the diagnosis and substantiated by test scores.
9. When accommodations are requested based upon multiple diagnoses, documentation for each disability must meet documentation criteria for each disorder.

*In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment "substantially limits" his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.

ALL OTHER DISABILITIES

All students must provide appropriate documentation for the diagnosis of their disability / disabilities prior to receiving accommodations based on that disability. Accommodations will be determined on an individual basis.

It is the student's responsibility to initiate contact with the Educational Accessibility Services and to provide appropriate documentation of the disability and related functional limitations for which accommodations are being requested. This process follows the guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973*, and current case law and is designed to ensure that reasonable, appropriate accommodations are provided to all qualified students in a timely manner. A diagnosis of a disorder, condition, or syndrome in and of itself does not automatically qualify an individual for accommodations.

The documentation should be in the form of a signed and dated report on official letterhead, prepared by a qualified professional. Address both the current level of

functioning and present need for accommodations. If documentation is more than six (6) months old, the treating professional must provide a letter updating all pertinent information.

*In order to meet the adult criteria of "disability" under federal law a person must provide appropriate documentation of how his or her significant impairment "substantially limits" his or her cognitive/academic functioning.

**A significant impairment means below-average functioning as measured by an objective psychoeducational/neuropsychological/psychological evaluation. An IEP or 504 Plan from the public school system is not sufficient documentation of a disability for accommodations at the college level.