

# **HANDBOOK FOR STUDENTS WITH DISABILITIES**

**Charleston Southern  
University**

**OFFICE OF DISABILITY SERVICES (ODS)**

**. 2001 Charleston Southern University  
Revised 2008**

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**ACCESSIBILITY:**  
**A GUIDE TO POLICIES, PROCEDURES,**  
**AND RESOURCES FOR STUDENTS WITH DISABILITIES**

Charleston Southern University is sensitive to the needs of the community it serves. This sensitivity is demonstrated by its commitment to accessibility, comprehensiveness, flexibility, quality, and accountability. The philosophy of the University is summarized in the follow paragraphs.

The University provides equal educational opportunities for all and actively seeks prospective students regardless of personal, economic, or social conditions. Within available resources, it seeks to deliver learning experiences in the manner needed, where needed, and when needed.

The University's environment is dedicated to learning as a lifelong process. The University commits itself to being accessible throughout that process.

This Handbook is intended to acquaint students, parents, and referring counselors or teachers with the procedures for ensuring access to the University for students with disabilities.

The Office of Disability Services, under the guidance of the Director of Disability Services and in conjunction with the Special Needs Committee, is responsible for providing services and determining reasonable accommodations for people with disabilities based on documentation of the disability.

The Office of Disability Services is housed on the second floor of Russell West, A239, with Counseling Services.

Please report errors, corrections or omissions in this Handbook to Dr. Jill Ilagan at the address given below:

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Policies and Procedures described in this Handbook are subject to change.

## **FEDERAL REGULATIONS**

The Americans with Disabilities Act (ADA), Public Law 101-336, was enacted on July 26, 1990, to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. This federal legislation requires equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services. Section 504 of the Rehabilitation Act of 1973 applies to any college or university that receives federal funds in any program.

Charleston Southern University is a private, church-affiliated university that does receive federal funds. As set forth in Title II of the ADA, the University is subject to the requirements of the Americans with Disabilities Act. Title II of the ADA prohibits discrimination against qualified individuals with disabilities with regard to the services, programs, and activities at Charleston Southern University. Charleston Southern University is also prohibited from discriminating against qualified individuals with disabilities in its employment practices pursuant to Title I of the Americans with Disabilities Act.

### **Charleston Southern University Nondiscrimination Policy for Students with Disabilities**

Charleston Southern University is committed to the spirit and the letter of the Americans with Disabilities Act. Heretofore, the University has been subject to the nondiscrimination provisions of Section 504 of the Rehabilitation Act of 1973. Under Section 504, the University has instituted various administrative policies, practices, and procedures to ensure nondiscrimination against individuals with disabilities. These policies, practices, and procedures have been amended to comply with requirements of the Americans with Disabilities Act and Section 504.

Accordingly, "no qualified individual with a disability shall, by reason of such disability, be either excluded from participation in or be denied the benefits of the services, programs, or activities" of Charleston Southern University. Moreover, no qualified individual with a disability shall be discriminated against because of the disability of that individual with regard to job application procedures, the hiring or discharge of employees, compensation, advancement, job training, and other terms, conditions, and privileges of employment.

## **COMPLIANCE RESPONSIBILITY**

Responsibility for coordinating Charleston Southern University's compliance with the requirements of the Americans with Disabilities Act resides with the Director of Disability Services [(843) 863-8010].

## WHAT IS A DISABILITY?

A disability is defined under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, as a mental or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a life function is visual impairment and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions. The impairment must be substantial to be covered by Section 504 of the Americans with Disabilities Act (ADA).

Drug abuse or alcoholism, if they have substantially limited a life activity, is covered where there is a record of such, but are not covered if the substance abuse is continuing or resumed. Such persons may be in continuing therapy but lose Section 504 or ADA protections upon resumption of abuse of substance.

The definition of a disability and criteria for establishing eligibility for accommodation services under 504 and ADA for postsecondary institutions may be different than the definitions and criteria implemented in the public schools through high school, in rehabilitation programs, by Social Security, by the Veterans Administration, or as covered under insurance policies.

The definitions, criteria for eligibility and implementation of accommodation services at Charleston Southern University are designed to closely follow state and national guidelines, rulings for the Office of Civil Rights of the Department of Education, published relevant court decisions and guidelines from professional associations.

## RESPONSIBILITIES:

### Students

Students with disabilities are protected by strong privacy and confidentiality policies. Thus, no accommodations will be arranged or requested unless the student (1) requests the accommodation services, and (2) provides the necessary verifying documentation. Accommodation planning activity can begin only after (1) and (2) above have been provided by the student, and the Office of Disability Services and Special Needs Committee have had reasonable time to evaluate the request and documentation.

Some accommodations require extra time to arrange, such as requesting books on cassette tape from the Library for the Blind. If the textbook is a new edition, it may not yet be available off-the-shelf from these resources, and a two-month lead time may be an appropriate waiting period in such cases.

In addition to requesting accommodation services and providing the verifying documentation, students are responsible for the following:

1. Attend all classes. Be sure to attend the first class period since general

information on the course requirements, exam dates and other class policies are discussed. Generally the syllabus is distributed and required textbooks indicated. Buy your books and get started reading as soon as possible. At the first class meeting, introduce yourself to two or three other students in the class and exchange phone numbers. Ask them if you will be able to call them for lecture notes or to chat about things you don't understand. If you miss class, call the instructor to explain your absence and learn if there is any special assignment. If possible, let the instructor know you will be absent a day or so before. The class syllabus will often include instruction for contacting your instructor in such situations.

2. Follow the instructions provided in the professor's syllabus. If you have an emergency need for an absence, or other questions arise specific to any class, follow the instructions provided in each class syllabus.

3. Plan your week for study time and homework preparation. Start by scheduling three hours of homework for each hour you will be in class (figure one hour for each credit unit); after you have a semester's experience, you will learn whether you need that much, or whether you need more.

4. Contact other agencies for services for which you may be eligible (Social Security, Vocational Rehabilitation, etc.).

If you need books on tape, allow several weeks. As soon as you register for classes, go to the University Bookstore and learn what textbooks will be required for each class. Make a list and include the title, edition, publisher and author(s). Bring that information to the Office of Disability Services.

6. Arrange for personal attendants if needed, whether paid for by an agency or by you or your family (colleges and universities are not required under ADA to provide personal attendants, tutors or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation).

7. Don't rely on others to do it for you. Students with disabilities should process their own registration, follow through and do the paperwork for add/drops, follow the catalog procedures to request refunds, and when necessary, go to the Admissions and Records Office to process withdrawals. It is important to keep the Office of Disability Services informed of the classes you are enrolled in and of any changes you make.

**Office of Disability Services:**

Maintains confidential student records (e.g. documentation of disability, record of interviews, record of accommodations recommended, etc.)

Receives and evaluates documentation provided by students with disabilities. Consults with students about appropriate individualized accommodations

upon receipt of documentation and arranges individualized accommodations for students (e.g. testing accommodations, referrals and recommendations).

Certifies Eligibility for Accommodation Services.

Serves as an advocate for students with faculty or administrators.

Consults with faculty regarding the instructional needs of individual students with disabilities.

Consults with University administrators regarding the needs of students with disabilities (e.g. program directors, divisional deans).

Consults with other campus departments regarding the needs of students with disabilities (e.g. Physical Plant, Admissions and Records, Student Development, Student Life, etc.).

Follows National Standards for Accommodation Services for information regarding published standards.

Maintains up-to-date references regarding National and Regional trends, decisions by the Office of Civil Rights and court cases regarding disability services in higher education.

**Examples of Accommodations that are arranged by the Office of Disability Services and the Special Needs Committee.**

- Development of individualized suggestions for accommodations in the classroom.
- Special tables and chairs in the classroom.
- Permission to use a tape recorder in lecture classes.
- Volunteer peer note takers.
- Instructions for requesting books on tape.
- Coordination of special arrangements to meet individual test-taking needs (i.e. extended testing time).

**Examples of accommodations that are not made or arranged by the Office of Disability Services and the Special Needs Committee.**

ADA does not require universities to provide

- personal assistants
- individual personal tutors
- personal assistive technology.

Whenever possible, the Office of Disability Services will refer students to agencies that may provide personal assistance of that nature.

Accommodations are not made which would reduce academic expectations, standards, or which would eliminate essential components of any course. Open book testing or exams are not provided as an accommodation, but may be a part of any particular professor's methodology for instruction and testing.

#### **OTHER SERVICES:**

##### **Tutoring**

Private or personal tutoring is not a required service for post-secondary institutions to provide to students with disabilities. However, tutoring provided by the University's Learning Center is available to all CSU students and must be reasonably accessible to persons with disabilities.

Tutoring in The Learning Center is typically provided by individuals who are experts in a subject area; not trained teachers, instructors, or special education experts.

##### **Career Services**

The Office of Career Services, in the Strom Thurmond Student Center, provides career planning and job placement services. The Career Services Staff work to provide special accommodations for each student who has special needs.

A variety of services are available for career planning, including computerized career guidance programs like DISCOVER or SIGI-PLUS, and personal assistance with career planning from Career Services Counselors. Career workshops are offered during the fall and spring semesters to help students begin their career exploration.

Career Services can be contacted by calling (843) 863-8019.

##### **Counseling Services**

Academic problems may not be the only concerns for disabled students. Transitioning to college and other personal or mental health issues may hamper a student and interfere with academic progress. Counseling Services offers group and individual counseling and can be reached at 863-8010. Counseling Services is housed in the same office as Disability Services. Disability Services can assist you in planning the best use of the University's Counseling services.

##### **Financial Aid**

Helping remove financial barriers so students can focus on their studies is the guiding principle of the Financial Aid Office. The office administers a variety of programs including federal, state, and university sources. The Financial Aid Office handles the applications, answers questions, and determines the awards. Contact the Charleston Southern University Financial Aid Office, located in the

Hunter Reception Center, or call 863-7050.

### **Veterans Services**

Charleston Southern University's degree programs are approved for payment of benefits by the Veterans Administration.

Assistance in completing VA paperwork and certification of enrollment for VA benefits is available. In addition, special advising and counseling services are available to individuals receiving veterans benefits along with academic progress support throughout each semester. For additional information on Veterans Services, contact the Office of Veterans Affairs at (843) 863-8035.

### **VERIFICATION**

All disabilities must be verified and documented. Documentation must:

1. verify the presence of a mental or physical impairment which substantially limits a major life activity or function, and
2. provide enough information to support reasonable accommodations that are appropriate and effective.

Note: Alcohol and drug abuse are considered a covered disability only while meeting both the above criteria for documentation and when the person is no longer abusing the substance. Recovered substance abusers can be provided accommodations while receiving treatment as long as the abuse itself is not continuing.

### **Where Does a Student Take the Documents that Verify and Describe their Disability or Disabilities?**

Students need to take the verifying documentation to Dr. Jill Ilagan in the Office of Disability Services, where it will be kept confidential and private.

Documentation should not be given to other offices or staff personnel on campus without first discussing the privacy protections.

### **When Does a Student Need to Provide Information about his or her Disabilities?**

If accommodations are needed by the student, the student should provide the information and documentation in a reasonably early manner to allow time for the development and arrangement of appropriate accommodations. In some cases, as when books on tape need to be obtained, several weeks advance notice to make arrangements.

Self-disclosure about a student's disability is, however, a very private matter. Self Disclosure of a disability and supporting documentation are required only if the student plans to request reasonable accommodations, or if a danger exists to self or others. (Section 504 of the Rehabilitation Act; or simply... danger to others in Americans with Disabilities Act.)

Self-disclosure and documentation can be initiated anytime during the year. However, reasonable time must be allowed before the student can expect accommodations to be in place. Accommodations cannot be retroactive, and begin only after documentation is received, the Special Needs Committee has reviewed the documentation, and reasonable time for accommodation development has been allowed.

## **GENERAL PRINCIPLES OF DOCUMENTATION:**

### **Purposes**

"In order to establish that one is a student with a disability and has a need for accommodation, the student must provide adequate documentation from an appropriate source as to their status as a person with a disability and the functional limitations created by the disability that may be addressed through accommodation."<sup>1</sup>

### **Diagnosis and Degree of Severity**

The first purpose of verifying documentation is to establish the existence of a disability as defined under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Under these statutes, the severity of a disability or degree of impact on life functions is more important than the name given the impairment or the diagnosis, although both are important. For purposes of clarity of language and care in accuracy, we request that the terminology of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR). be used wherever possible.

To establish the existence of a disability under these statutes, the documentation must demonstrate that the condition is a "mental or physical impairment that substantially limits a major life activity." Life activities that are typically of great importance to University students include such functions as reading, listening, walking, writing, learning, and speaking, as well as the basic functions of eating, sleeping, sitting, etc.

However, merely establishing the existence of a disability under Section 504 and ADA means only that the individual has a right to access to programs and services. It does not mean that a need for accommodations has been established.

**What else is needed?** Read on!

### **What is the FUNCTIONAL Impact of the Disability?**

In order for the University to be able to determine whether reasonable accommodations can be designed and what those accommodations can be, we need detailed information about the IMPACT of the disability. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act specifically restrict universities from having pre-packaged accommodations that can be taken from the shelf, so to speak, and automatically provided to persons based on the diagnostic name or category of the disability. Universities must look at each individual's disability and the functional impact of the disability(ies).

As you read the guidelines that follow for representative disabilities, you will note that we need objective details, sub-scores of testing, descriptive information specifying what functions are limited, how and to what degree, etc. This information improves our ability to identify accommodation resources available on our campus, so as best to apply those resources to assure the best possible reasonable access to our programs and services.

Where national guidelines are available, where licensing board accommodations practices are known, or where the documentation needs for specific professions are available, ask that your psychologist, psychiatrist, physician or other professional take those into consideration and provide information that will be of maximum use for you in the widest possible number of settings and potential future documentation needs. We refer to such guidelines in the representative guidelines that follow.

### **Who can Provide Verifying Documentation?**

In most cases, documentation will be needed from doctoral level professionals such as psychologists, medical doctors, psychiatrists or neurologists. The professional should be experienced in diagnosing and treating the disability, should prepare the documentation on appropriate clinical stationery, should sign the document and should be able to provide the University with verification of the experience and expertise in the specialty if asked.

### **How Current Should the Documentation Be?**

The word "current" is the key here. Ask yourself what describes the CURRENT functional impact of the disability? Obviously the answer differs for different situations and conditions. In general, colleges and universities across the nation ask for documentation that is somewhere between two and five years old. They tend to ask for documentation to be done with testing instruments that are appropriate for use with adults. They tend to ask for more recent documentation for disabilities that may be affected by treatment that is ongoing or underway. Typical requirements for recency of documentation at Charleston Southern University are included in the representative guidelines that follow in this handbook.

### **Who Must Provide Verifying Documentation?**

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are quite specific. *The student or other person using programs and services must provide the documentation.* This is the case for persons with mobility disabilities, medical disabilities, psychological disabilities, learning disabilities, attention disabilities and hundreds of possible disabling conditions. We understand that can mean considerable expense for students or their families. Whenever possible, we will help a student identify agencies or services where they may be able to seek examinations and testing with minimal cost.

The University DOES NOT provide testing for disabilities. This may contrast with practice experienced by persons with learning disabilities, for example, in high school or grade school.

### **Objective Verifying Documentation**

Objective, quantified information is needed to establish and describe the functional impact of disabilities. In most cases, more than one assessment instrument must be used and reported. Adequate observations must have been recorded and reported to establish a long-term pattern of impairment (temporary disabilities are not covered by Section 504 or ADA, although in some cases the University will provide short-term courtesy services).

"Diagnoses" based totally on subjective reports of behavior tend to be very weak as verifying documentation.

Professional reports that include findings reported with such terminology as "shows some suggestions of" or "suggests referral for more assessment for" or "indications of learning difficulties" are not diagnostic conclusions that establish a "mental or physical impairment that substantially limits" level of disability, nor would such terminology typically accompany a report that adheres to DSM-IVTR standards.<sup>2</sup>

### **SUMMARY OF GENERAL PRINCIPLES FOR DOCUMENTATION**

Remember the two distinct purposes of documentation:

1. To establish that the individual has a disability.
2. To describe and document the functional impact of the disability for use in establishing the need for accommodations.

In addition, the documentation should reflect the current functional impact of the disability. The University may need to request new, additional or updated documentation.

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1 Jarrow, J. (1997). Focus on documentation. DAIS News, 1(12), p.5. Also see

<http://www.janejarrow.com>

2 The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition,

Text Revision (DSM-IV-TR). published by the American Psychological

Association.

### **WHAT IF A STUDENT DOES NOT RECEIVE THE ACCOMMODATIONS REQUESTED?**

If a student feels that he/she has not received the accommodations requested, the following steps can be taken:

1. ADA requires that accommodations be developed in a give-and-take dialogue process between the institution and the person with disabilities. The student might need to meet with the Director of Disability Services to more completely discuss and explore appropriate, reasonable accommodations. Students may need to meet with their professors as well.

2. Universities are not required to provide the requested or preferred accommodation. They are required to provide reasonable, appropriate, and effective accommodations for disabilities which have been adequately documented and for which the accommodation has been requested. The question, therefore, can be asked, "Is the accommodation that has been offered reasonable and effective?"

3. If the student has considered both (1) and (2) above and feels that the accommodation that has been offered is not reasonable or effective, he/she can utilize the formal grievance procedures outlined in the Student Handbook or the University Catalog.

### **What are the ways a Student can Appeal Decisions or Actions taken by Faculty?**

Grievance policies published in the Student Handbook are available for those who wish to complain about action taken by or decisions made by their professors. In complaints involving accommodation activity for disabilities, informal resolution may include meeting with the Special Needs Committee, and formal grievance procedures can include addressing the complaint to the Director of Disability Services, ext. 8010.

## **TRANSITION FROM HIGH SCHOOL TO UNIVERSITY**

### **Different Laws Apply**

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different, leading to miscommunication between university and high school staff who have studied only the statutes applying to their institution. In high schools, for example, under IDEA, special education program procedures may apply primarily to Learning Disabilities. High school students who are in wheelchairs, may fall under a subpart of Section 504 of the Rehabilitation Act and be referred to as their "504" clients. They will develop IEPs (Individual Education Plans) for these students simply because that is the procedure they have been required to follow under their IDEA mandated program. However, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions.

The misunderstanding comes from the practice of assuming that the "504 Plan" developed at a high school will be binding on a college or university, since different aspects of Section 504 apply to high schools and universities.

(Other differences may exist for post-secondary institutions which provide housing programs, health services, psychological counseling services, and extensive international programs.)

In contrast to the responsibilities of high schools, at the postsecondary level, student responsibilities change.

### **Students have a responsibility to:**

- Self identify or disclose their disability to the designated office for disability services. (The officials designated to evaluate disability documentation and determine accommodation parameters at CSU is the Director of Disability Services and the Special Needs Committee.)
- Provide verifying documentation to the Office of Disability Services.
- Obtain assessment and test results and provide them to the Office of Disability Services.
- Act as independent adults.

- Arrange their own weekly schedules.
- Initiate contact with their instructors to activate and adopt accommodations for each class they plan to utilize approved accommodations.
- Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies.

**Postsecondary institutions are not required to:**

- Reduce or waive any of the essential requirements of a course or program
- Conduct testing and assessment of learning, psychological or medical disabilities
- Provide personal attendants
- Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise qualified for those services)
- Prepare "Individual Education Plans" (IEPs)

**REMEMBER...**

**Privacy:** Students in college are considered adults, with privacy and protections. University staff cannot talk with parents and guardians about a student's academic activities as was typical in K-12 (unless the student provides his or her informed written consent for release of such information).

**Eligibility:** Eligibility for special education services in high schools is diagnosis driven (i.e., the student must be diagnosed as having one of eleven specified conditions). Eligibility for reasonable accommodations in post-secondary institutions is driven by severity of impact on a major life activity (i.e., "a mental or physical impairment which significantly limits a major life activity").

**Time Management:** University students must structure and plan their own study time; universities do not arrange study periods or provide for time to do homework during classes. Professors and classes may differ regarding attendance requirements, scheduling, assignment due dates and exams. The student must study each professor's syllabus for each class.

**Initiate:** Students with disabilities must act to identify their disabilities; must take specific action to request those accommodations for their disabilities, if desiring to request accommodations; and must provide verifying documentation such as psycho-educational test results, medical documents and doctor's statements. The documentation must verify the disability,

describe the extent of the impairment and provide information which supports the need for specific accommodation. Additionally, students must initiate contact with faculty regarding their approved accommodations.

## **DEFINITIONS OF TERMS**

### **Disability**

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she:

1. has a mental or physical impairment that substantially limits one or more of the major life activities of that person,
2. has a record of such impairment; or who while not actually disabled, is regarded as having such an impairment
4. has a record of being discriminated against because of being regarded as disabled
5. has a person with a disability dependent on him or her (associated with a person who has a disability).

### **Substantial Impairment**

Rather than specifying particular disabilities, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act set the criteria for an individual's protections at the threshold of a mental or physical impairment that substantially limits any major life activity. This terminology is the one central aspect of the process of determining whether a person has a civil right to accommodations for a disability. It is central language to watch for in reading rulings by the Office of Civil Rights and court decisions related to disability services. In most cases, there is little dispute regarding whether an individual student has a substantial limitation or impairment.

### **Documentation**

Documents which verify a person's mental or physical impairment and which describe the impairment adequately for the University to be able to determine the degree of resulting limitation on a major life activity to aid in the design of reasonable accommodations. Documentation must be provided by the student. All disabilities must be verified with documentation.

### **Verification**

That aspect of the documentation that is collected in a student's file which verifies the existence of a disability. (See also definition of "documentation" above.) Verification must be provided by the student.

**Accommodation**

Adjustments made in course materials or instructional methodology which do not change the essential nature or academic and technical standards of the course.

Adjustments made in the physical attributes of a classroom such as provision of tables and or chairs, which do not disrupt the essential activities of the class or program.

Assistive technology made available to persons with disabilities in University Learning Labs, the Library, Test Center or Classroom.

**Essential Elements of a Course or Program**

That set of knowledge and/or skills without which the course or program cannot be said to be mastered. Universities are not required to waive or substitute essential elements of programs.

**Reasonable**

Reasonable is a term central to disability services and the design of accommodations. Universities must provide reasonable accommodations to assure reasonable access to persons with disabilities for all institutional programs and services. A request for an accommodation that would waive an essential element of a course would be determined to be unreasonable. However, the Department of Education Office of Civil Rights has yet to accept financial burden or cost as a reason for not providing a reasonable accommodation. Public postsecondary education institutions, with the resources of a state behind them, have not succeeded in claiming that cost factors have made accommodations unreasonable. A request for accommodations which would put the requesting student or others in danger would be considered an unreasonable accommodation. A request to provide sign language interpretation, provide books on tape, multi-media resource materials or extended time for pencil and paper testing situations, would most likely be considered a reasonable accommodation request, if supported by verifying documentation. The Office of Disability Services maintains current information which includes guidelines and Office of Civil Rights (OCR) or court decisions which aid in determining the reasonableness of accommodation requests and services.

**Learning Disability**

The term Learning Disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping

conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1988).

## **DOCUMENTATION REQUIREMENTS FOR SPECIFIC DISABILITIES:**

### **Documentation of Attention Deficit Hyperactivity Disorder**

To support the need for reasonable and appropriate accommodations for Attention Deficit Hyperactivity Disorder (ADHD), the student requesting services must provide documentation verifying the condition and describing its current functional impact. The report should provide information supporting a diagnosis consistent with the DSM-IV-TR., in documenting ADHD in adults. Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his/her access to programs. The physician or evaluating qualified professional may prefer to use this form as a check list.

The evaluator must attach copies or summaries of the specific tests, measures or clinical data used to establish each criterion, and include his or her signature.

Information should be included regarding the onset, longevity, severity, and current functional impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are recommended. The following list should assist the qualified professional in preparing the report. Appropriate services will be based upon the specific information provided.

Attention Deficit Hyperactive Disorder (ADHD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of ADHD and are experienced in assessing the needs of adult learners. Recommended practitioners may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. The diagnostician must be impartial and not a family member.

\*\*\*\*\*

**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

---

Social Security Number \_\_\_\_\_ Date \_\_\_\_\_

---

Signature \_\_\_\_\_

\*\*\*\*\*

## CHECK LIST FOR ADHD DOCUMENTATION

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

**Diagnostic code (ICD or DSM IV-TR):** \_\_\_\_\_

**Level of Severity: Mild Moderate Severe**

**Date of Diagnosis:** \_\_\_\_\_

(Circle "yes" or "no" for each item)

### Yes / No

**History:** The diagnostic interview with information from a variety of sources should include, but not necessarily be limited to, the following:

- Report of history of ADHD by age of seven.
- History of presenting attentional symptoms, including evidence of on-going impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time.
- Family history for presence of ADHD and other educational, learning, physical, and/or psychological difficulties deemed relevant by the examiner.
- Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated.
- Relevant psychological history and any relevant interventions.
- A thorough academic history of elementary, secondary, and postsecondary education (including prior accommodations and/or services that the student received, information about specific conditions under which the accommodations were used, and whether or not they benefited the student).
- Review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.

□ Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.

**Yes / No**

**A clear statement of ADHD with the DSM-IV-TR. diagnosis** and a description of supporting present symptoms, including a narrative summary, with reference to any scores and tests used which support the diagnosis. Only those psychological, neurological, and psychoeducational procedures and instruments shown to have acceptable norms, reliability and validity with a later adolescent/adult population should be used. Departures from this procedure must be explained and appropriately defended.

Note: When diagnosing ADHD in adults, the measurement rationale for adults cannot be based on formulae for childhood populations unless it has been demonstrated that the formulae held true for adults. It is incumbent on the evaluator to explain the use of such formulae.

**Yes / No**

An explanation of how possible alternative diagnoses, such as schizophrenia, borderline personality disorder, autism, mental retardation, mood disorder, anxiety disorder, or substance abuse, were explored as possible or co-existing alternative causes of reported ADHD symptoms. **Assessment of differential diagnoses** should be documented, and any co-morbid disabilities identified.

**Yes / No**

**Description of any medication** prescribed. What, by whom, amount and frequency of administration, frequency of monitoring, and response to medication.

**Yes / No**

**A statement of the functional impact** of limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the academic setting for which accommodations are being requested.

**Yes / No**

Description of any **referrals suggested for further testing or evaluation** (the University does not provide psychoeducational or neurological testing).

**Yes / No**

Description of any **referral or suggestions made for other treatment or therapy**.

The report should clearly explain and describe the presence of compensatory strategies employed by the examinee in any of the DSM-IV-TR diagnostic areas.

A comprehensive assessment may include clinical summary of objective, historical information establishing symptomology indicative of ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psychoeducational testing, and third party interviews when available. If the student has no reported history of ADHD, then the report should include an explanation for the emergence of the disorder at this point in the student's developmental history.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of the Charleston Southern University Office of Disability Services and Special Needs Committee.

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Please return this form to the address shown on the letterhead.

**Provider's Name:** \_\_\_\_\_

**License #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Special Needs Committee has available the Guidelines for Documentation of Attention Deficit Hyperactivity Disorder in Adolescents and Adults published by the Consortium on ADHD Documentation. Physicians, psychologists, and other qualified professionals preparing ADHD assessment reports for our students are urged to obtain and follow these guidelines. That will assure maximum usefulness of the assessment report product for the student in settings other than Charleston Southern University, as the documentation requirements of many universities and testing agencies closely follow these guidelines.

## DOCUMENTATION OF DEAF AND HARD OF HEARING

What is it and who is eligible?

Any student with a verifiable hearing loss is eligible to apply to Disability Services for reasonable accommodations. Upon receiving documentation of the hearing loss, the Director of Disability Services will submit the documentation to the Special Needs Committee for review. The Special Needs Committee will determine if the student qualifies for the requested accommodations. The Director of Disability Services will notify the student of the findings of the Special Needs Committee.

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**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

---

Social Security Number \_\_\_\_\_ Date \_\_\_\_\_

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Signature \_\_\_\_\_

\*\*\*\*\*

## CHECK LIST FOR DEAF AND HARD OF HEARING DOCUMENTATION

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by a certified audiologist or physician with appropriate specialty and may be used as a coversheet for a complete documentation packet:

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

The following documentation is required:

### **Yes / No**

An audiogram (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations)

### **Yes / No**

A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.

### **Yes / No**

A statement regarding the use of hearing aids (if appropriate).

Helpful: Suggestions of reasonable accommodations which might be appropriate at the postsecondary level are also welcome, but must be supported by the diagnosis.

### **What services are available?**

Depending upon the individual's identified needs and level of program eligibility, Disability Services can provide:

- Note taking
- Orientation for new students
- Learning skills classes offered by the University
- Transcribed lectures within 24 hours

ADA requires that accommodations be developed in a give-and-take dialogue process between the institution and the person with disabilities. The student might need to meet with the Director of Disability Services and/or members of the Special Needs Committee to more completely discuss and explore appropriate, reasonable accommodations. Students may need to meet with their professors as well.

Colleges and universities are not required to provide the requested or preferred accommodation.

What if a student is not satisfied with the accommodation?

If the student is not satisfied with the actions taken by the Special Needs Committee then questions and concerns can be addressed as outlined on pages 14 and 15 of this Manual.

Should the quality of services be in question and it can be determined that the service accommodation is inadequate, the type of services or the service provider can be replaced. The student should meet with the appropriate personnel in the Office of Disability Services.

Please include any information you have on co-existing conditions such as learning disability, testing, intellectual functioning, and/or academic problems which you feel we should know in order to best design accommodations for this student. See also general principles for documentation in this handbook.

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Please return this form to the address shown on the letterhead.

**Audiologist or other Evaluator:** \_\_\_\_\_

**License #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## DOCUMENTATION OF HEAD INJURY / TRAUMATIC BRAIN INJURY

To support the need for reasonable and appropriate accommodations for Head Injury / Traumatic Brain Injury (TBI), the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset, longevity, severity, and current impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following questionnaire should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

The following is to be completed by the student's physician or rehabilitation therapist (or both) and may be used as a cover sheet for a complete documentation packet:

Head Injury or Traumatic Brain Injury are considered medical or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include physicians; neurologists; licensed clinical, rehabilitation and school psychologists;

neuropsychologists and psychiatrists. The diagnostician should be an impartial individual who is not a family member of the student.

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**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of

reasonable educational accommodations.

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\*\*\*\*\*

## CHECK LIST FOR DOCUMENTATION OF HEAD INJURY OR TRAUMATIC BRAIN INJURY

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

**Yes / No**

A clear description of the head injury or traumatic brain injury and the probable site of lesion.

**Yes / No**

Documentation for eligibility should be current, preferably within the last three years or from a date following further injury or significant therapy, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations, and is most useful when it describes current functioning).

**Yes / No**

A summary of cognitive and achievement measures used including standardized scores or percentiles used to arrive at the conclusions.

**Yes / No**

Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

**Yes / No**

A statement of the functional impact of limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the academic setting for which accommodations are being requested. A neurological educational assessment battery is most helpful in designing appropriate accommodations.

**Yes / No**

Description of any referrals suggested for further testing or evaluation (the University does not have a Health Center and does not conduct any type of medical or psychological testing).

**Yes / No**

Description of any referral or suggestions made for other treatment or therapy, including any current on-going therapy that may affect academic or learning strategies.

Helpful: Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis.

If this is used as a checklist or a cover sheet for a documentation packet, please provide:

**Signature:** \_\_\_\_\_

**Print Name and Title:** \_\_\_\_\_

**License #:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the professional staff of Charleston Southern University.

## DOCUMENTATION OF LEARNING DISABILITY

To support the need for reasonable and appropriate accommodations for Learning Disability, the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset, longevity, severity, and current impact of symptoms, as well as the specifics describing

how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following checklist should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

### Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

\*\*\*\*\*

**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

---

Social Security Number

Date

---

Signature

\*\*\*\*\*

## CHECK LIST FOR LEARNING DISORDER DOCUMENTATION

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please attached extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

**Specific Diagnosis:** \_\_\_\_\_

**Date of Diagnosis:** \_\_\_\_\_

The Office of Disability Services and Special Needs Committee will determine on an individual case-by-case basis what documentation will be required and recommended to faculty teaching this student's classes.

(Circle "yes" or "no" for each item, and attach supporting documents for each item circled "yes".)

**Yes / No**

A summary of the student's history, including information about age of first identification, special services utilized and recommendations made for postsecondary education.

**Yes / No**

A clinical summary including a summary of the diagnostic interview.

**Yes / No**

A clear and specific diagnostic summary, using terminology consistent with the DSM-IV-TR, wherever possible. It should include a clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: Individual "learning deficits", "learning styles", and "learning differences", do not, in and of themselves, constitute a learning disability).

**Yes / No**

Measurements of aptitude, academic achievement, and information processing, including, all scores, scales, percentiles on sub-tests. For example, a measure of fluid reasoning and sequencing is of potential value where mathematics related impairment or dyscalculia is indicated.

**Yes / No**

A statistical analysis of specific discrepancies, if any, identifying how expected

performance level was calculated and how actual achievement has been contrasted with expected performance (include all test scores, sub-scores, percentiles and measures of intra-individual patterns and discrepancies between expected performance and actual achievement, if any).

**Yes / No**

Be reasonably current (assessment done in late high school or as an adult, or following an additional injury or therapy that is relevant to the impairment). Nationally, guidelines often specify a request that documentation for adults be within the last 3 to 5 years; some institutions require 3-year recency or less for specific conditions.

**Yes / No**

A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment, including an explanation of the functional impact or limitations of the disability on learning or other major life activity associated with university attendance, and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

**Yes / No**

Be technically sound, reliable, valid for the adult population and document the functional nature and severity of learning disabilities, if any.

The name and signature of the qualified professional (licensed psychologist, psychiatrist, etc.) who administered the test battery, and the name of the professional who prepared the report if different. A brief summary of the psychologist's or psychiatrist's background and expertise in assessing learning disabilities should be attached.

**Signature:** \_\_\_\_\_

**Print Name and Title:** \_\_\_\_\_

**License # and state of issuance:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Date:** \_\_\_\_\_

All psychoeducational assessment reports will be kept confidential in the Office of Disability Services in compliance with the Family Rights and Privacy Act, and professional and ethical standards of the Association on Higher Education and

Disability (AHEAD).

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of Charleston Southern University.

Helpful: A description of possible effective accommodations and the rationale for those recommendations. We emphasize that school personnel, clinical psychologists and physicians will not be aware of the particular resources available on the Charleston Southern University campus, may not be familiar with Section 504 or ADA, and may not be in a position to best anticipate the accommodations that may or may not be available or required by the statutes (see, for example, Differences between High School and University on page 16 of this handbook).

The Office of Disability Services has available the Guidelines for Documentation of a Learning Disability in Adolescents and Adults published by the Association on Higher Education and Disability (AHEAD). Psychologists and other qualified professionals preparing psycho educational assessment reports for our students are urged to obtain and follow those guidelines. That will assure maximum usefulness of the assessment report product for the student in settings other than Charleston Southern University, as the documentation requirements of many universities and testing agencies closely follow these requirements. Following the AHEAD guidelines will also assure the maximum utility for the Special Needs Committee at Charleston Southern University, enabling the University to best formulate accommodation recommendations for the student. Psychologists and other qualified professionals may call (405) 682-7520 and request a copy of the AHEAD guidelines, or find them on the internet at the AHEAD organization's home page at <http://www.ahead.org>

NOTE: For high school educational psychologists and special education personnel:

We recommend that a full psychoeducational assessment battery be administered as a part of the transition plan for all graduating seniors for whom college is recommended for post secondary education. Whenever the age of the graduating senior allows, we recommend that the transition plan assessment include the Weschler Adult Intelligence Scale - Revised (WAIS-R). Brief instruments such as the KBIT do not provide adequate information to support post-secondary accommodations.<sup>1</sup>

<sup>1</sup> Guidelines for the Documentation of a Learning Disability in Adolescents and Adults, (1997), Association on Higher Education and Disabilities.

## DOCUMENTATION OF PHYSICAL, MEDICAL AND MOBILITY

### **Impairments**

(Includes, but is not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord injuries, Cancer, AIDS, Muscular Dystrophy, and Spinal Bifida)

Any physical disability and systemic illness is considered to be in the medical domain and requires the expertise of a physician, who may be a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following checklist is provided to assist the medical evaluator in providing information which will be used to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation.

Please also refer to the preceding general principles of documentation beginning on page 11 of this handbook.

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**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\*\*\*\*\*

## CHECK LIST FOR DOCUMENTATION OF PHYSICAL, MEDICAL AND MOBILITY IMPAIRMENTS

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please respond to all items by circling yes or no, and attach extra sheets with supporting verification and explanation for all items you circle "yes". If you prefer, write a letter on your letterhead which addresses each of the elements in the following list. You need not limit yourself to these items, but we need as much information as possible for each of these six areas.

**Yes / No**

A clear statement of the medical diagnosis of the physical disability or systemic illness.

**Yes / No**

Documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations).

**Yes / No**

A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.

**Yes / No**

A description of present symptoms which meet the criteria for diagnosis.

**Yes / No**

Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

**Yes / No**

A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Thank you for your help in providing this information so that we may begin providing services as soon as possible.

**Provider's Name:** \_\_\_\_\_

**License # and state of issuance:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of Charleston Southern University.

## DOCUMENTATION OF PSYCHOLOGICAL AND PSYCHIATRIC DISORDERS

To support the need for reasonable and appropriate accommodations for Psychological Disorders, the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset, longevity, severity, and current impact of symptoms, as well as the specifics

describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following questionnaire should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

\*\*\*\*\*

**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

---

Social Security Number \_\_\_\_\_ Date \_\_\_\_\_

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Signature \_\_\_\_\_

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## CHECK LIST FOR DOCUMENTATION OF PSYCHOLOGICAL AND PSYCHIATRIC DISORDERS

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements listed in this section.

**Diagnostic code (ICD or DSM IV-TR.):** \_\_\_\_\_

**Multi-axial DSM-IV-TR. diagnosis:**

Axis I \_\_\_\_\_

Axis II \_\_\_\_\_

Axis V \_\_\_\_\_

Date of Diagnosis: \_\_\_\_\_

Last contact with individual: \_\_\_\_\_

**Yes / No**

List of instruments/procedures which were used to diagnose the psychological disorder?

**Yes / No**

Description of symptoms which meet the criteria for this diagnosis with approximate date of onset.

**Yes / No**

In order for our staff to determine the impact of this student's disorder on academic activities such as exam-taking, note taking and concentrating, please describe what major life activity is (or activities are) impacted by this disorder as well as how significant this impact is. Please identify if you've observed this directly or would anticipate it occurring in an educational setting.

**Yes / No**

Describe the measures (formal or informal) which were used to assess the educational impact of the psychological condition?

**Yes / No**

Prognosis for therapeutic interventions (Include likelihood for improvement or further deterioration and within what approximate time frame.) The University does not provide long-term psychotherapy, but does provide short-term professional counseling services.

**Yes / No**

In addition to the diagnostic report and educational assessment, please include any other information relevant to this student's academic needs.

**Yes / No**

Describe whether this person currently poses a threat to himself / herself or to others.

**Yes / No**

Description of learning abilities specific to the postsecondary environment that are impaired by the psychiatric disability (e.g. difficulty with concentration, slow processing speed etc.)

Helpful: Describe the services or accommodations needed for exam administration, classroom or study activities or fulfillment of course requirements. Recommendations regarding effective academic accommodations to equalize this student's educational opportunities at the post-secondary level.

If this is used as a checklist or a cover sheet for a documentation packet, please provide:

**Signature:** \_\_\_\_\_

**Print Name and Title:** \_\_\_\_\_

**License # and state of licensure:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of Charleston Southern University.

## DOCUMENTATION OF VISION IMPAIRMENT AND BLINDNESS

Ophthalmologists are the primary professionals involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties (including, but not limited to: eye movement disorders, inefficiency in using both eyes together, misalignment of the eyes, lazy eye, focusing problems, visual sensory disorders and motor integration). Fellows of the College of Optometrists in Vision Development may also provide therapy in treating the above optometric conditions. The diagnostician should be an impartial individual who is not a family member of the student.

(This section may be printed and used as a cover sheet for a documentation report for Vision Impairment and Blindness)

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**RELEASE OF INFORMATION:  
FROM DOCUMENTING PROFESSIONAL TO CSU'S DISABILITY SERVICES.**

I, \_\_\_\_\_ hereby authorize the release of the following information to Charleston Southern University for the purpose of establishing the existence of a disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, and for use in determining my eligibility for and the design of reasonable educational accommodations.

\_\_\_\_\_

Social Security Number Date

\_\_\_\_\_

Signature

\*\*\*\*\*

## CHECK LIST FOR VISION IMPAIRMENT AND BLINDNESS

**Student's Name:** \_\_\_\_\_

**Student's SSN:** \_\_\_\_\_

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes (please attach verification and information about the functional limitations for each check list item for which you have circled "yes"):

### **Yes / No**

A clear statement of a vision related disability with supporting numerical description (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations).

### **Yes / No**

A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.

### **Yes / No**

Present symptoms which meet the criteria for diagnosis.

### **Yes / No**

Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.

### **Yes / No**

Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate).

Helpful: Suggestions of reasonable accommodations which might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

The Office of Disability Services can provide initial sighted guide orientation to new students to aid them in locating classrooms, services, the library, the student center, the learning center, and other key campus locations. However, students will be expected to be able to negotiate the campus safely and independently after initial orientation.

**Ophthalmologist or Physician:** \_\_\_\_\_

License #: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student, the Director of Disability Services, and members of the Special Needs Committee.

Please include any information you have on co-existing conditions such as learning disability, testing, intellectual functioning, and/or academic problems which you feel we should know in order to best design accommodations for this student. See also general principles for documentation beginning on page 11 of this handbook.

Thank you for your help in providing this information so that we may begin providing services as soon as possible.

**All documentation is confidential and should be submitted to:**

**Dr. Jill Ilagan**

**Charleston Southern University**

**9200 University Blvd., PO 118087**

**Charleston, SC 29423-8087**

**Phone: (843) 863-8010**

**Fax: (843) 863-7197**

