



Guidelines for Documentation

Disability is defined as a permanent, longstanding significant condition that substantially limits one or more of the major life functions (including but not limited to: seeing, hearing, walking, breathing, learning, working, etc.). Students with disabilities are eligible, under the Americans with Disabilities Act (ADAAA) and Section 504 of the 1973 Rehabilitation Act, for reasonable accommodations that will support equal opportunity and inclusion for University programs and services.

Temporary conditions are not regarded as ADA eligible, however, depending on the nature and severity of the temporary condition, environmental supports may be provided.

The documentation requirements to substantiate the nature and severity of ADA eligible conditions and temporary conditions are summarized below.

Please note that Dominican University NY complies with the guidelines established by the Association on Higher Education and Disability (AHEAD).

Required Medical, Psychological, and/or Educational Documentation:

For most conditions we accept a current **dated letter or report** from a credentialed examiner (see specific examiner below), **describing a comprehensive evaluation, including a clearly stated DSM-V diagnosis, nature and severity of disability, and how the condition might impact the student's participation** in the program or service. For Learning Disability and/or Attention Deficit Hyperactivity Disorder, psycho-educational information may be required. (see **full Psycho-educational report** details below).

The letter or report from the examiner must include the following characteristics:

- Name and address of Examiner or Provider on official letterhead stationery
- Professional credentials of the examiner with signature
- Clear diagnostic statement including evidence that symptoms currently meet DSM-V criteria in nature and severity
- Professional determination or opinion that the diagnosed condition rises to the level of a disability
- Functional limitations of the disability in the University environment
- Medical information regarding medications prescribed (compliance, side effects, and positive or negative responses)
- Recommendations for accommodations must include a clear rationale between key components of the diagnosed condition and the accommodation requested
- List and discuss past accommodations received and their effectiveness

Past IEP, SOP or 504 documents may be applicable.

Handwritten notes, or notes on prescription pads are specifically **NOT** accepted as documentation of disability.

Acceptable Examiners by Disability:

Past IEP, SOP or 504 documents may be applicable.

- **ADHD/ADD** – Preferred: full Psycho-educational assessment report (see below) from a Neuro-psychologist; also acceptable is a detailed letter (with aforementioned characteristics) from a professional such as a Psychiatrist, Neurologist, Medical Doctor or Licensed Clinical Psychologist.

- **Autism Spectrum/Developmental Disability** – Neuro-psychological report

- **Mental Health** – Psychiatrist, Licensed Psychologist or Licensed Clinical Social Worker

- **Physical** – Orthopedic surgeon (Physical therapist may be acceptable)

- **Vision** – Ophthalmologist / Optometrist / functional vision assessment

- **Hearing** – Ear, Nose Throat Physician / Audiologist

- **Health** - Medical Practitioner who is knowledgeable about the condition

- **Head Injury** - Neurologist or Neuro-psychologist

- **Learning Disabilities** - Full Psycho-educational testing report completed by a professional evaluator (see below).

The full Psycho-educational report must include:

- Name, title, and professional credentials of the examiner
- Date of evaluation (must be current)
- Psychometric data (scores) must be included. At least one measure from each of the following categories:
 - Measure of **Intellectual Ability** or **Cognitive Functioning**:
 - Wechsler Adult Intelligence Scale-Revised (WAIS IV)
 - Woodcock-Johnson III Tests of Cognitive Ability

- Measure of **Achievement** in reading comprehension, written language, and/or mathematics, which demonstrates a significant impairment:
 - Woodcock-Johnson III – Tests of Achievement
 - Test of Written Language-3 (TOWL-3)
 - Nelson-Denny Reading Test
 - Wechsler Individual Achievement Test- II (WIAT II)
 - Stanford Test of Academic Skills (TASK)
- Measure of **Cognitive and Information Processing** in one or more of the following areas that demonstrates a **significant** impairment:
 - Visual and/or auditory processing
 - Memory
 - Processing speed & Cognitive Fluency (other than Nelson Denny Reading Rate)
 - Attention and concentration
 - Sensory – Perceptual functioning
 - Executive Functioning

Past IEP, SOP or 504 documents may be applicable.

Documentation and Inquiries regarding Service Animals: The University is able to make the following inquiries to determine whether an animal qualifies as a service animal:

- Is the animal required because of a disability?
- What work or tasks has the animal been trained to perform?

When it is not readily apparent, the individual has a disability or an animal is a service animal, the University may require the student to submit documentation from the treating health care provider with the following information in order to make a determination:

- The individual has a disability for which the animal is necessary
- How the animal assists the person, including whether the animal has undergone any training
- The relationship between the disability and the assistance the animal provides

More Information

If you have any questions about whether the information you or your clinicians are providing is sufficient, please contact Special Services at 845-848-4035.