

In determining eligibility for accommodations under Section 504 of the Rehabilitation Act of 1973 and the American's With Disabilities Act (ADA) the student must demonstrate that a **qualified professional** has established a formal diagnosis of a disability. A qualified professional must not be a relative or a family friend.

The diagnosis alone is not enough to establish eligibility for accommodations under the ADA. There must also be evidence of a **“substantial limitation”** in one or more major life activities, such as walking, seeing, hearing, speaking, caring for self, performing manual tasks, working or learning. These guidelines are provided to help the evaluating professional document his/her findings in a manner that meets requirements of the ADA and supports the request for accommodations.

The **professional** conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate academic accommodations. Professionals typically qualified to make a diagnoses include;

Clinical Psychologists	Educational Specialists	Speech and Hearing Specialists
Neuro-Psychologists	Learning Disabilities Specialists	Visions Specialists
Psychiatrists	Licensed Professional Counselors	
Relevantly Trained MDs	Licensed Clinical Social Workers	

The documentation must include **the name, title, and professional credentials of the evaluator, licensure number and specialization**. All evaluations reports must be **typed on letterhead, signed, and dated by the diagnostician**.

A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodation has been provided, the evaluator must include an explanation about why no accommodations were used in the past, and why accommodations are needed at this time.

It is the student's responsibility to:

- Obtain current and appropriate documentation (the age of acceptable documentation is on Page 2)
- Present a copy of disability documentation from a qualified professional to the Disability Resource Office **upon acceptance of admission and decision to attend RU**.
- Obtain additional information or testing when requested

It is the Disability Resource Office's responsibility to:

- Review documentation in a timely manner
- Notify student of documentation status
- Provide services/accommodations for students with disabilities

Submit all documentation to:

Disability Resource Office  
Radford University  
PO Box 6902  
Radford, VA 24142

540-831-6350 (VOICE/ TTY)  
540-831-6525 (FAX)  
E-Mail: [dro@radford.edu](mailto:dro@radford.edu)  
Website: [www.radford.edu/~dro](http://www.radford.edu/~dro)

If a requested accommodation is denied, a written grievance/appeal procedure is in place and may be obtained from the DRO.

For further details regarding documentation guidelines that are accepted as best practice by most postsecondary institutions refer to: [www.ets.org/disability/html](http://www.ets.org/disability/html)

**Confidentiality:** The Disability Resource Office (DRO) adheres to the laws governing confidentiality. Once registered, all documentation and information becomes confidential, and is maintained in a secure location. Documentation of a disability is never part of a student's academic record.

Radford University provides equal access to education without regard to disability.

**Current and appropriate documentation must be completed within the previous year for those with mild, moderate or severe visual impairments. Documentation should include the following:**

1. A comprehensive summary must be typed on official letterhead and include:
  - Names of assessment instruments used, if any, and recommendations based on such results
  - Quantitative and qualitative information which supports the diagnoses
  - Previous history of the disability and prognosis
  - Notation of medications prescribed, if any, and potential impact on learning
  - The functional limitations of the visual impairment on the individual.
  - Address the severity of the condition and the impact it has in the learning environment where accommodations are being requested
  - Identify the student's primary means of reading skills
  - Rationale when recommendations are made for specific accommodations
  - **Recommendations.** A statement regarding the use of hearing aids, assistive listening devices, and/or other accommodations as appropriate.

**Students with total blindness are permitted to submit their most recent documentation provided that documentation meets the criteria listed below:**

- Historical information relevant to the hearing impairment
- The treatment history and treatment plan
- The age of the student at the of onset of the impairment
- Identify the student's primary means of reading
- Rationale when recommendations are made for specific accommodations

**Recommendations from professionals with a history of working with the individual provide valuable information for the review process. Professional recommendations congruent with the mission and services offered by RU will be given serious consideration. When recommendations go beyond services provided by the university, referrals to local area services providers outside of the university will be recommended.**