

RADFORD UNIVERSITY

Center for Accessibility Services

Documentation Guidelines

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
Neuro-Psychologists
Psychiatrists
Relevantly Trained MDs

Educational Specialists
Learning Disabilities Specialists
Licensed Professional Counselors
Licensed Clinical Social Workers

Speech Pathologists
Hearing Pathologists
Vision Specialists

Documentation must include the **name, title, and professional credentials of the evaluator, licensure number and specialization.**

All evaluation reports must be **typed on letterhead, signed, and dated by the diagnostician. It must also include the following:**

- **The diagnoses** in which accommodations are being requested (Diagnostic and Statistical Manual code, if applicable)
- **Previous history** of the condition and prognosis
- **Description of current functional limitations.** Description must include an explanation of how the diagnosis substantially limits a major life activity.
- Address the **severity of the condition and the impact it has in the learning environment** where accommodations are being requested
- **Recommendations.** Specific recommendations for accommodations and a rationale for why each accommodation is recommended. However, the CAS will determine reasonable and appropriate accommodations applicable to Radford University.

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

Documents accepted:

- Individualized Education Plan (IEP)
- 504 Plan
- Psycho-educational Testing
- Medical Letter of Impact
- Audiogram
- U.S. Department of Veterans Affairs (VA) Documentation

It is the student's responsibility to:

- Obtain appropriate documentation
- Present a **COPY** (no originals) of documentation from a qualified professional to the CAS **upon acceptance letter from Admissions Office and decision to attend RU.**
- Obtain additional documentation= as requested by the CAS

It is the Center for Accessibility Services' responsibility to:

- Review documentation in a timely manner
- Notify student of documentation status
- Consider all submitted documentation when determining academic and housing accommodations

Submit documentation to:

Center for Accessibility Services
Radford University
PO Box 6902
Radford, VA 24142

540-831-6350 (VOICE/ TTY)
540-922-1176 VP for ASL Users
540-831-6525 (FAX)
E-Mail: CAS@radford.edu
Website: www.radford.edu/CAS

Confidentiality Statement: The Center for Accessibility Services (CAS) 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 not part of a student's academic record.

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