Accessibility Services Documentation Guidelines

Documentation has two main purposes: (1) establish an individual has a disability and (2) describe and document the functional impact of the disability for use in establishing possible accommodations. Documentation is used to evaluate requests for reasonable accommodations and/or auxiliary aids. The evaluation process includes analyzing the impact of the disability in accessing the offerings of the college. In general, documentation must

1. identify the nature and extent of the disability
2. include information on the functional limitations as related to the academic environment, and specifically to learning
3. provide a description of the current course of treatment including medical side effects and prognosis for the future
4. include recommendations for reasonable accommodations

Documentation must be current, dated within the past 3-5 years or less. The validity of the documentation varies according to each individual's situation. Documentation must be provided by a professional qualified to make the diagnosis and include the evaluator's name, address, telephone, and professional credentials relevant to the diagnosis. Documentation should be dated, signed, and submitted on professional letterhead.

Medical Conditions: Students with medical conditions must present documentation from a medical professional qualified to diagnose the specific medical condition. If a student has multiple conditions, each condition must be documented. The documentation must sufficiently indicate the functional limitations of the disability to determine appropriate accommodations.

Psychiatric/Psychological Conditions: Students with psychiatric, psychological, cognitive, and learning impairments must present a comprehensive evaluation with diagnostic criteria. The report must include sufficient indication of the functional limitations posed by the disability in order to determine appropriate accommodations. If a student has multiple conditions, each condition for which the student is seeking accommodations must be documented.

CCC&TI reserves the right to determine the appropriateness of submitted documentation and requests for accommodations on a case-by-case basis. Additional information may be requested. Documentation acceptable at other agencies and institutions (Voc. Rehab., public schools, etc.) may not be sufficient in post-secondary institutions. Although some documents are helpful, an IEP or 504 Plan from a secondary school does not provide enough information for determining accommodations in a post-secondary setting. If documentation is insufficient or outdated, the student may be asked for additional documentation. In such cases, consideration will be given to a student presenting documentation showing good evidence of a disability by allowing services to that student provisionally for one semester. Costs related to documentation are the responsibility of the student.

Documentation may be delivered, emailed, FAXed, or mailed to the AS office on the campus where the student is enrolled whether classes are seated, hybrid, or online. Accommodations for disabilities are not in effect retroactively (prior to identifying to AS, receipt of appropriate documentation, and completion of the accommodation form including signatures).