



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
DIVISION OF STUDENT AFFAIRS

Disability Resource Programs

Effective Date: Office Use Only>

Page: 1 of 3

Procedure on Documentation for Disability Accommodations

Intent: To ensure that accurate and current documentation is presented in order to establish the most appropriate accommodations based on the specifics of students' conditions.

Background: CSU Coded Memo AA 2002-35; CSU Executive Order No. 926; Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, Americans with Disabilities Act of 1990 (ADA); the California Fair Employment and Housing Act (FEFfA); Telecommunications Act of 1996; California Senate Bill 302; California Assembly Bill 2222; California Assembly Bill 422; CSUCI Policy FA.31.002 (Policy on Persons with Protected Disabilities).

Accountability: Vice President for Student Affairs, Director of Access, Orientation, and Transition, and Disabilities Counselor

Applicability: Students enrolled full or part time at California State University Channel Islands (CSUCI) or programs administered through CSUCI Extended Education.

Attachment(s): None

Procedure: Appropriate and current documentation (generally from within three (3) years or fewer) is important in establishing the most appropriate accommodations and will vary according to the specifics of the student's condition. Information useful in developing the most appropriate services is provided below. However, the disabilities counselor can provide additional information about obtaining required documentation.

I. Verification of Disability

A. Authority to determine disability status: the disabilities counselor or his/her designee shall have the ultimate authority to determine disability status.

B. Verification of evident disability: the disabilities counselor or his/her designee has the authority to verify a disability if the nature and extent of the disability is evident.

II. Documentation of Disability

A. In those cases where the disabilities counselor or his/her designee is unable to verify the disability, the student shall provide appropriate documentation from a

verifying professional qualified to assess the nature and extent of the disability. Verification may require documentation from:

1. A professional qualified to assess the nature and extent of the disability
2. A recognized and reliable source that provides appropriate standards in the applicable field, and not a friend or relative of the student or his/her family

B. Documentation may be provided by a licensed physician, psychologist, audiologist, or a speech pathologist.

C. Documentation may also be accepted from a licensed clinical social worker, rehabilitation counselor, marriage and family therapist, learning disability specialist, or other appropriate certified/licensed professional.

D. The cost of obtaining documentation is the sole responsibility of the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, the DRP counselor has the discretion to require additional documentation. Any cost of obtaining additional documentation is also the responsibility of the student

III. Transfer Students with Disability Status

A. A student who has transferred as a student with a disability and received services from a California community college, the University of California, or any other regionally accredited postsecondary institution, may be eligible for academic accommodations or support services at a California State University (CSU) campus if appropriate documentation is received verifying the disability by the criteria used by the CSU system.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADD/ADHD)

Documentation for students with ADD/ADHD should:

- Be from a qualified professional (e.g., physician, licensed psychologist or neuropsychologist)
- Include a comprehensive social history as well as an educational and psychological assessment
- Identify an actual diagnosis of impairment according to the DSM-IV
- Discuss functional limitations in an academic environment that are caused by the impairment
- Recommend accommodations to compensate for identified functional limitations
- List current medication, dosages and existing side effects

DEAF OR HARD OF HEARING

Documentation for students who are deaf or hard of hearing should:

- Be from a licensed audiologist
- Discuss the functional limitations in an academic environment that are caused by the impairment
- Describe recommended accommodations to compensate for identified functional limitations

LEARNING DISABILITIES

Documentation for students with a specific learning disability should:

- Include a thorough diagnostic interview, including developmental, psychosocial and academic histories, and a discussion of dual diagnoses where indicated
- Consist of a comprehensive neuropsychological or psycho-educational evaluation resulting in the diagnosis of a specific learning disability, including an assessment of aptitude, achievement and information processing
- Address current limitations caused by the impairment
- Suggest reasonable accommodations to compensate for the limitations, which are supported by the diagnosis

PHYSICAL DISABILITIES

Documentation for students with physical impairments should:

- Be from a qualified professional (e.g. physician)
- Identify an actual diagnosis of impairment
- Discuss the functional limitations in an academic environment, which are caused by the impairment
- Recommend accommodations to compensate for identified functional limitations and list current medication, dosages and existing (not 'possible') side effects

PSYCHOLOGICAL DISABILITIES

Documentation for students with psychological impairments should:

- Be from a qualified professional (e.g. psychiatrist, licensed professional counselor, board-certified social worker)
- Identify an actual diagnosis of impairment according to the DSM-IV
- Discuss functional limitations in an academic environment that are caused by the impairment
- Recommend accommodations to compensate for identified functional limitations and list current medication, dosages and existing (not 'possible') side effects


VISION DISABILITIES


Documentation for students with vision impairments should:


- Be from a qualified professional
- Discuss the actual level of loss and functional limitations in an academic environment that are caused by the impairment

Recommend accommodations to compensate for identified functional limitations

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