Documentation Guidelines

Students requesting accommodations for a disability in support of their academic studies must be enrolled in the Center for Students with Disabilities (CSD) and provide documentation of their disability from a qualified professional. Depending on the nature of a student's disability, qualified professionals could include a medical doctor, psychiatrist, psychologist, or social worker, etc.

The required documentation will vary depending on the nature of a student's disability. However, in general, the documentation will usually need to (1) include a diagnosis of a student's disability; (2) describe the functional limitations caused by the disability; and, (3) describe the professional's recommendations as to reasonable accommodations for the disability. Appropriate documentation could include educational or medical records, or reports and assessments created by various qualified professionals. All documentation must be current and relevant.

To facilitate the documentation process, the CSD Disability Information & Verification Form should be completed by a qualified professional.

Other documentation may also be useful for providing the CSD with information about certain disabilities (e.g., learning disabilities, attention-deficit/hyperactivity disorder (AD/HD), communication/language disabilities (including Autism Spectrum Disorders); medical/chronic illness and psychological disabilities). Depending on the student's disability and circumstances, this additional documentation could include:

- A student's most current psychometric assessment (e.g., psycho-educational or neurological evaluation) with complete test analysis and interpretation, including a listing of each test administered and scores as well as the signature of the diagnostician. **If a comprehensive diagnostic report is available that provides the requested information, copies of that entire report can be submitted for documentation instead of the CSD Disability Information & Verification Form.**

- Education reports and summaries; for example, a summary from school staff (i.e., guidance counselor, learning specialist, case manager) of the accommodations that a student has previously received while in school (e.g., extended time, private testing area, etc.)

- A student's previous Individual Education Plan (IEP) including Summary of Performance Statement (SOP)/Report included in the IEP as student graduates from high school, and/or 504 Plan.

  Please note that a student's previous IEP or 504 Plan is not, by itself, necessarily sufficient documentation for establishing reasonable accommodations at the post-secondary level. However, the IEP or 504 Plan will often provide useful information for making determinations regarding reasonable accommodations.

- Information about testing accommodations made by ACT, SAT, or other standardized tests (i.e., a copy of the letter from the testing service verifying the granting of an accommodation)

- Summaries of assessment procedures, behavioral rating scales, and evaluation results.
CSD will use all documentation provided to partner with students to determine reasonable accommodations through an interactive process. CSD staff may also request additional documentation or other information as part of this interactive process.

Any documentation provided as part of the CSD registration process will not become part of the student's other university records, e.g., official transcript. Rather, the documentation will be kept in a student's confidential file in the CSD office and will only be disclosed with the student's permission, or as otherwise permitted or required by law. Students CSD enrollment, in general, remains confidential unless students choose to disclose.

All questions about the CSD's documentation process should be addressed to a CSD staff member via csd@depaul.edu or by calling (773) 325-1677 or (312) 362-8002. Students should advise the CSD office if they need a reasonable accommodation in order to facilitate the documentation process.