The Office of Student Accessibility Services at Connecticut College provides services to students with disabilities. Completing this form will help in determining eligibility and appropriate, reasonable accommodations for the student listed below. The Office of Student Accessibility Services appreciates your assistance with supporting this student. Please contact the Office of Student Accessibility Services at (860) 439-5428 if you have any questions.

*Missing information may cause a delay in our ability to evaluate the student’s request for accommodations.*

**To Be Completed by the Student**

Student’s name: ______________________________

Student’s e-mail: _________________________           Student’s phone: ___________________

**To Be Completed by the Student’s Provider or Clinician**  
*(may not be related to the student)*

1) Please state physical disability and/or medical diagnosis (a psychiatric disability must meet criteria for a DSM-V diagnosis):

___________________________________________________________________________

___________________________________________________________________________

2) How was the diagnosis arrived at? Please check all that apply below:

___ Structured or unstructured interviews    ___ Medical tests

___ Interviews with other person(s)   ___ Medical history

___ Behavioral Observations                           ___ Developmental history

3) Date of diagnosis: __________________________________

4) This student has been under a provider’s care for this issue since: ___________________

5) Date the student was last seen by you: ____________________________

6) Expected duration of impairment/disability: ________________________________
7) How often is the student required to check-in with a physician?
___________________________________________________________________________

8) What is the severity of the condition (mild, moderate, severe, etc.)?
___________________________________________________________________________

9) Current impact or functional limitations caused by this condition:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10) Describe the current treatment plan, medications, devices or services prescribed or used to minimize the impact of the condition?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11) How might side effects of medications, if any, affect the student’s academic performance?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

12) Please provide your recommendation for reasonable accommodation(s) for this student and how these accommodations will address specific functional limitations:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

13) Anticipated duration of need for accommodation:
___________________________________________________________________________
___________________________________________________________________________
14) Please state alternatives to meet the documented need if the request cannot be met:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

15) Additional comments:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Hearing Impairments-Please attach most recent audiogram
Visual Impairments-Please attach acuity information

Physician’s Signature: ________________________________ Date ______________________

Physician’s Name (please print) /Academic Credentials ________________________________

License/Certification # ________________________________ State _____________________

Address _______________________________________________________________________
City, State, Zip code _____________________________________________________________

Phone ________________________________ Fax ____________________________________

Please send all documentation to:
Office of Student Accessibility Services
Connecticut College
Campus Box 5264
270 Mohegan Avenue
New London, CT 06320
Fax to: (860) 439-2003
General Documentation Guidelines

1. Documentation must be typewritten on business letterhead from a licensed professional not related to the student who is qualified to give a psychological and/or medical diagnosis. The name, credentials and signature of the licensed professional must appear on the documentation.

2. The documentation must include all pertinent diagnoses, clearly stated and explained.

3. Information outlining testing/assessment tools must be included. Learning accessibility testing must include the actual standard test scores; student must be tested using measures normed on adult populations.

4. Documentation must include information on how the disability currently impacts the individual and document “how a major life activity is limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s)”.

5. All pertinent positive and negative effects of mitigating measures must be addressed. This could include a description of treatment, medications (and potential side effects) and assistive devices with estimated effectiveness of their impact on the disability.

6. Documentation should provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Currency of Documentation</th>
<th>Accepted Evaluator</th>
<th>Elements of Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td>Within 3 years</td>
<td>Psychologist, psychiatrist, neuropsychologist, and other relevantly trained medical doctor*</td>
<td>Evidence of early impairment from more than one setting; evidence of current impairment; summary of neuropsychological or psychoeducational assessments to determine the current functional limitation pertaining to an educational setting; prescribed medications, dosages and schedules; suggestions of accommodations.</td>
</tr>
<tr>
<td>Autism spectrum disorder/Asperger’s syndrome</td>
<td>Within 3 years</td>
<td>Developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist</td>
<td>Academic testing — standardized achievement tests, including standard scores; impact of symptoms on learning; ability to function in a residential college community; prescribed medications, dosages and schedules that may influence the learning environment.</td>
</tr>
<tr>
<td>Chronic Illness and physical impairment</td>
<td>Depends on condition</td>
<td>Licensed medical professional</td>
<td>Documentation will vary based on the diagnosis, which would include conditions such as asthma, allergies, arthritis, diabetes, fibromyalgia, migraine and multiple sclerosis.</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>Depends on whether condition is static or changing</td>
<td>Otorhinolaryngologist, otologist, licensed audiologist</td>
<td>Audiological evaluation or audiogram administered by a licensed audiologist; interpretation of the functional implications; suggestions of accommodations.</td>
</tr>
<tr>
<td>Learning accessibility</td>
<td>Within 5 years</td>
<td>Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist</td>
<td>Assessment must be comprehensive (more than one test) and address intellectual functioning/aptitude, preferably the Wechsler Adult Intelligence Scale-III with standard scores; achievement — current levels in reading, math and written language (acceptable instruments include the Wechscock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and information processing utilizing subtests from the WAIS-III, WJ III or others. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” do not constitute a learning accessibility. Please refer to General Documentation Guidelines above.</td>
</tr>
<tr>
<td>Psychiatric disorder</td>
<td>Within 6 months</td>
<td>Licensed clinical psychologist, psychiatrist, psychiatric advanced practice registered nurse (APRN), licensed clinical social worker</td>
<td>Family history; discussion of dual diagnosis; current diagnosis (DSM-IV TR) indicates the nature, frequency, severity of symptoms — diagnosis without an explicit listing of current symptoms is not sufficient; prescribed medications, dosages and schedules that may influence the learning environment; types of accommodations, including any possible side effects.</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>Depends on condition</td>
<td>Ophthalmologist</td>
<td>Ocular assessment/evaluation; suggestions on how the condition may be accommodated.</td>
</tr>
</tbody>
</table>

Acknowledgement: This information is based on the Disability Documentation Guidelines to Determine Eligibility for Accommodations at the Postsecondary Level developed by the Connecticut Association on Higher Education and Accessibility.

It is important to have recent and appropriate documentation because accommodations are determined based on the current impact of the condition(s) and how it affects access to academics and educational activities.

In general, documentation for ADHD and Learning Disabilities should be within the time frames listed above. However, if there is documentation of a long-standing history of a disability and receiving accommodations or services in school, this may be considered adequate documentation. Students are encouraged to submit copies of an Individual Educational Program or 504 plan as a source of useful information which can help provide a history. However, Individual Educational Programs or 504 plans may not exclusively provide sufficient documentation for approval of accommodations.

Any questions about appropriate documentation should be directed to the Director of Student Accessibility Services who can be contacted at (860) 439-5240.