

Le Moyne College Disability Support Services



Guidelines for Documentation for Students with Disabilities

The provision of reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment.¹

All accommodations are determined on a case-by-case basis to address the specific needs of each student as indicated in the documentation. Please call (315) 445-4118 with any questions you may have or to set up an appointment with a professional staff member. We can also be reached by email at dss@lemoyne.edu.

Please note that all diagnostic reports should be sent to:

Disability Support Services
Le Moyne College
1419 Salt Springs Road
Syracuse, NY 13214-1399
(315) 445-4118
(315) 445-6014 (fax)

Documentation Required for Learning Disabilities:

In order to ensure that students with learning disabilities receive appropriate accommodations, please provide written documentation of the specific learning disability/disabilities from a licensed psychologist, psychiatrist, physician, or other certified personnel. Since the provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disabilities on his or her academic performance at a given time in the student's life, it is suggested that the documentation be current (preferably within 3 to 5 years of the first day of enrollment at Le Moyne College) and appropriate.

Documentation should include a comprehensive assessment battery using adult measures. Also included should be a diagnostic review composed of an interview; assessments of aptitude, academic achievement, and information processing; and a summary with a diagnosis of a specific learning disability and recommendations for appropriate classroom accommodations. Appropriate documentation may include:

- Information from a standardized aptitude test, including subtest scores (such as the Wechsler Adult Intelligence Scale-Revised)
- Information regarding academic achievement (i.e. Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Achievement), including all subtests and standard scores reported for those subtests. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
- Information regarding information processing (e.g., Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability). Specific areas of information processing should be assessed.
- A DSM IV or V diagnosis of a specific learning disability.
- Identification of learning strengths and weaknesses.
- Statements concerning social and emotional development.
- Diagnostic summary with recommendations for appropriate classroom accommodations as substantiated by assessment and diagnosis in report. If possible, please also include an IEP or any written documentation of special education services received during elementary and/or secondary school.

Documentation Required for Physical Disability/ Ongoing Medical Condition:

Appropriate documentation for physical disabilities or ongoing medical conditions is determined on a case-by-case basis. In general, a report from the student's physician should include a specific diagnosis; characteristics of the condition; medication(s), including dosage and side effects; information regarding the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment; and a statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the college-level learning context. Additional information may be needed depending on the specific disability, (i.e., an audiogram for a student with a hearing impairment.)

Documentation Required for Emotional/Psychological Disabilities:

Accommodations are determined and implemented following a complete diagnostic evaluation by a licensed mental health professional, such as a psychiatrist, neurologist, or a clinical or educational psychologist. The diagnostic evaluation must have been completed within 12 months of the first class day of the initial semester for which the student is seeking accommodations. Exceptions regarding the currency of the evaluation may be necessary due to individual circumstances.

The diagnostic report should include a complete diagnosis according to the diagnostic axes codes established in the Diagnostic and Statistical Manual (DSM) IV or V and should identify the learning areas impaired by the disability. Accommodations cannot be granted without a DSM diagnosis verified by a licensed psychologist or psychiatrist. The diagnostic evaluation is conducted by a psychologist or psychiatrist retained by the student. Students who need assistance in obtaining a diagnostic evaluation can obtain referral assistance from Le Moyne's Wellness Center for Health and Counseling or from their local county mental health department.

The diagnostic report should include the following information:

- A DSM-IV or V diagnostic code including the date of diagnosis. (NOTE: Academic accommodations are not granted for Axis I or II codes preceded by a V)
- Psychological test results used to support the diagnosis and a summary of evaluation results, including standardized or percentile scores.
- A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- Current medications (including dosage and side effects) and information relating to the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- Evaluation of ability to function in a demanding college environment which requires independent, social functioning.
- Recommendations for academic and other accommodations. Each recommended accommodation should include an explanation of its relevance to the disability that is diagnosed. The evaluation should indicate the level at which the individual is currently functioning with the benefit of treatment.
- The time period for which academic accommodations are recommended.
- Examiner's name, address, telephone, and credentials. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.
- A student must authorize the release of a written report containing all or the above information to Disability Support Services and/or the Wellness Center for Health and Counseling before consideration of academic accommodations can begin.
- NOTE: Academic accommodations for emotional disabilities are usually granted for twelve months, and are offered only while the student is under the continuing care of a licensed mental health practitioner. After this period, a renewal of the recommendation by a psychologist or psychiatrist and verification of continuing care are required before accommodations can be extended. Additionally, the professional must have expertise and experience working with a college-age population.