

## Office of Student Accessibility and Advocacy Documentation Standards

Rev. 10.10.2023

Consistent with the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act, Albright provides impairment-related accommodations to ensure equal access to the College's programs and activities. To receive accommodations, students must self-identify and provide documentation of their symptoms or conditions, which meet the documentation standards below. Overall, the documentation should "identify how a student's ability to function is limited as a result of her or his disability." Detailed documentation will enable the Director of Student Accessibility and Advocacy (SAA) to identify appropriate and impairment-related accommodations. A diagnosis alone does not provide enough information regarding the student's functional impairments to make an accommodation decision.

Please note that institutions of higher education must make informed decisions about accommodations. These decisions may not always agree with recommendations from outside professionals or with prior Individualized Educational Programs (IEPs) or 504 Plans. IEPs and 504 Plans are documents created for the secondary school environment. These documents provide information regarding the student's history; however, while often valuable, they do not always contain all the information needed to make an accommodation decision in the college setting. The Director will review IEPs and 504 Plans and request additional information if necessary.

Documentation should be provided by a qualified professional who has an ongoing relationship with the student. While a letter from providers may provide sufficient information, often a letter without additional supporting documentation is not sufficient to make an informed decision regarding an accommodation request. Additional information or a signed Release of Information form may be requested when the initial documentation submitted is not sufficient to make an informed decision.

All submitted documentation may be verified for authenticity.

For further information on accommodations and post-secondary education, please see the [transition guide from the U.S. Department of Education](#).

## Documentation for Learning Disorders and Neurodevelopmental Disorders

*Documentation of a student's impairments and symptoms will be reviewed to determine impairment-related accommodations at Albright College. Albright offers accommodations on a course-by-course basis for each student. To provide an individualized accommodation decision, the following information is required and requested:*

- Psychoeducational or neuropsychological assessment and report.
  - Must include the name, credentials, and contact information of the evaluator.
  - A full evaluation is necessary to determine the student's ability to function in the college environment.
- Report assessing the student's current functioning and including the date of most recent testing.
  - Report should be no more than 3-5 years old.
  - Students should be assessed as an adult.
- Description of symptoms that meet the DSM-5 criteria for Specific Learning Disorders, Communication Disorders, Autism Spectrum Disorders, or other Neurodevelopmental Disorders.
  - **Specific Learning Disorders** need a clear statement of impairment (e.g., "with impairment in reading" or "with impairment in written expression") and severity (e.g. "mild" or "moderate").
  - **Communication Disorders** and **Autism Spectrum Disorders** need an evaluation of social communication.
  - **Autism Spectrum Disorders** should include an explanation of DSM-5 severity level (e.g., "requiring substantial support" or "requiring support").
- Full results of Cognitive **and** Academic Achievement assessments based on current versions of assessments.
  - Testing must include an assessment of reading, written expression, listening comprehension, oral expression, and mathematics to allow for a comprehensive accommodation decision.
  - Scaled scores and percentiles must be provided.
  - Examples: Wechsler Adult Intelligence Scale (WAIS-IV), Woodcock-Johnson Cognitive and/or Achievement assessments (WJ-III), or Stanford-Binet Intelligence Scale (SB5).
- Explanation of how current symptoms cause functional impairments in a college environment.
- Rationale for each recommended academic accommodation.
  - Establish a link between the accommodation and the student's ability to function.
  - Please note accommodations are not based on a student's diagnosis but rather the limitations of their functioning in the educational environment.