



Documentation Guidelines

To fully evaluate requests for academic and non-academic accommodations, Canisius University's Golisano Center for Student Success, Student Accessibility Services office requires official documentation of the disability which consists of an evaluation by an appropriate professional describing the current impact of the disability as it relates to the accommodations requested. A brief statement written on a prescription pad from the student's physician is not considered official documentation.

All contact information and documentation received is kept in a separate confidential file within the Golisano Center for Student Success, Student Accessibility Services office. No information concerning inquiries about accommodations or documentation will be released without written consent of the student.

Documentation provided will be used by the Golisano Center for Student Success, Student Accessibility Services office to evaluate requests for accommodations. The evaluation process includes a review of the documentation itself and in the context of the documentation, the fundamental goals and essential standards of the program, course, service, or benefit in question.

The evaluation process will generate a list of potentially reasonable accommodations that will then be reviewed based upon probable effectiveness, preferences of the requester, maximum level of integration, and the likelihood for undue financial or administrative burden.

The guidelines below were developed to assist the student in working with his/her treating professional(s) to prepare the information needed to evaluate the request. If, after reading these guidelines, the student has any questions, please contact Student Accessibility Services at (716) 888-2485.

Do IEPs apply at the college level?

For individuals who have recently been receiving services from a public school system, the information requested would most likely be contained in the Psycho-Educational Evaluation report from his/her most recent Triennial Review. Some of the information may also be contained in an Individual Educational Plan (IEP), 504 Plan, or Transition Plan. It is important that this information be sent directly to the Canisius University Golisano Center for Student Success, Student Accessibility Services office. It should not be included with high school transcripts that are sent to the college. Although an IEP does not continue at the college level, it is a useful history of services provided at the high school level. Please review any high school documentation against the information outlined below for thoroughness.

What needs to be completed when transferring from another college or university?

For individuals transferring from another college or university, information related to his/her disability will NOT automatically be sent to Canisius University along with his/her transcript request. The student must request that the information be sent to the Canisius University Golisano Center for Student Success, Student Accessibility Services office separately. Additionally, the information Canisius is requesting may or may not have been a part of the evaluation process at the student's previous institution. The student should check their previously used information against the Canisius University Student Accessibility Services documentation guidelines. As appropriate to the disability, the documentation should include the following six elements:

1. A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis. Recommended diagnostic taxonomies are as follows:

The diagnostic system used by the Department of Education, the State Department of Rehabilitative Services or other State agencies and/or the current edition of either the Diagnostic and Statistical Manual of The American Psychiatric Association (DSM-IV) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD).

2. A description of the diagnostic tests, methods, and/or criteria used. This description should include the specific results of the diagnostic procedures, diagnostic tests used, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test.

3. A description of the current functional impact of the disability, which includes specific test results and the examiner's narrative interpretation. The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedure. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

4. Treatment, medications, and/or assistive devices/services currently prescribed or in use. A description of treatments, medication, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in lessening the impact of the disability. Significant side-effects that may impact physical, perceptual, behavioral, or cognitive performance should also be noted.

5. A description of the expected progression or stability of the impact of the disability over time, particularly the next five years. This description should provide an estimate of the changes in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

6. The credentials of the diagnosing professionals if not clear from the letterhead or other forms. Information describing the certification, licensure, and/or professional training of individuals conducting the evaluation should be provided.

In addition to the six elements above that are to be included in documentation, recommendations for accommodations, adaptive devices, assistive services, compensatory strategies and/or collateral support services will also be considered.

Based on the context of the diagnostic evaluation, recommendations for specific accommodations, adaptive devices, and/or assistive services that may decrease the functional impact of the disability and provide fuller access should be described. As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.

Recommendations from professionals with a history of working with the individual provide valuable information for the review process and are to be included in the evaluation of requests for accommodations and/or auxiliary services. Deference will be given to these professional recommendations in cases where they are congruent with the programs, services and benefits offered at Canisius University. Recommendations that exceed services and benefits provided by the University may be used to suggest potential referrals to local area service providers outside the University.