

Student Services Manual (SSM)

SSM 701–02: Eligibility for Accommodations—Required Disability Documentation

Effective: 8/15/1973

Revised: 11/1/2020

Purpose

To specify disability documentation requirements that will qualify ASU students for reasonable and appropriate accommodations through Student Accessibility and Inclusive Learning Services

Sources

The Rehabilitation Act of 1973, 29 *United States Code* §§ 701–796

Americans with Disabilities Act of 1990 (ADA), 42 *United States Code* § 12101 *et seq.*

Student Accessibility and Inclusive Learning Services

Policy

Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to Student Accessibility and Inclusive Learning Services. Applicants must be admitted or enrolled ASU students and must provide Student Accessibility and Inclusive Learning Services with qualifying disability documentation verifying the nature and extent of the disability prior to receiving any accommodations. Student Accessibility and Inclusive Learning Services will make every effort to provide reasonable accommodations for qualified students with disabilities.

The following guidelines may be used to assist in determining qualifying documentation. All documentation will be evaluated on a case-by-case basis.

General Disability Guidelines

Physical Disabilities

Student Accessibility and Inclusive Learning Services will accept current diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists).

Learning Disabilities

Student Accessibility and Inclusive Learning Services will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate current functional limitations of the disability. The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

Attention Deficit Hyperactivity Disorder (ADHD)

Student Accessibility and Inclusive Learning Services will accept current diagnoses of ADHD that are based on age-appropriate, diagnostic evaluations, administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). Submitted documentation must demonstrate current functional limitations of the disability.

Psychiatric Disabilities

Student Accessibility and Inclusive Learning Services will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists, certified professional counselors, or licensed social workers). Submitted documentation must demonstrate current functional limitations of the disability.

Additional Guidelines and Resources

Student Accessibility and Inclusive Learning Services can provide a “Disability Verification Form” that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature, and must include the following:

1. a diagnostic statement identifying the disability (including the date of the diagnosis)
2. severity of the disability (mild/moderate/severe)
3. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.)

and

4. specific recommendations for accommodations.

See the [Student Accessibility and Inclusive Learning Services](#) web site for additional information.

Cross-Reference

For more information, see [SSM 701-01](#), “Student Accessibility and Inclusive Learning Services—General Policy.”