

Office for Students with Disabilities & Deaf Services  
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## DISABILITY DOCUMENTATION GUIDELINES

Students who are seeking academic accommodations through the Office for Students with Disabilities and Deaf Services (OSDDS) at Holyoke Community College are asked to submit documentation to verify disability eligibility. Appropriate documentation will help OSDDS to understand the nature of the disability and the impact it has on the student in the college environment.

Documentation will vary from student to student; however, the following guidelines should be followed when determining appropriate documentation:

- **Conducted by qualified and/or credentialed professionals**, with experience and training in the field of study associated with the disability being evaluated (i.e., a medical condition is documented by a physician, a psychological condition is documented by a psychologist...)
- **Clear and indicatory**, and contains a specific diagnostic statement, which describes the current, *functional impact on a major life activity* and progression of the condition described; explicit recommendations, made by a credentialed professional, for accommodations, services and strategies.
- **Comprehensive**, and includes a description of diagnostic criteria, evaluation methods, procedures, dates of testing, and includes the names, data and results of formal instruments, i.e., aptitude testing (such as the WAIS), achievement testing (such as the Woodcock Johnson), and behavioral testing (such as the BASC).
- **Current**, and contains information about *current functional limitations*, and how it impacts the individual in an academic setting. Recent documentation is preferable; however, older documentation can inform us of how permanent or invariable conditions will impact the individual. May include formal professional assessments and the student's self-reported narrative.
- **Thorough and extensive**, and contains information about how the condition may change over time, and in various environments, i.e. climate/weather changes, times of the day, and within social and academic contexts. A summary of the effectiveness and impact-across physical, social, cognitive settings—of medications, interventions and/or treatments, is also important.
- **Detailed**, and gives a historically relevant description of past services, interventions, and accommodations, with rationales for each. Former accommodations are not binding on the current institution, but may offer ideas on current support services.
- **Assistive Technology**, and may include evaluations and suggestions as well as recommendations for compensatory strategies the student may utilize.
- **Questions?! Contact us through the information listed above.**

**IMPORTANT: Please prepare to bring A COPY of your documentation and the completed *Student Information Form* with you to the Information Session.**