Documentation Guidelines for Students with Disabilities

Documentation supporting the need for accommodation of disabilities must be current (within the last three years). Students are responsible for any expenses related to obtaining the required documentation.

Students with a Visual Impairment
Qualified Assessing Professional: Ophthalmologist
Documentation must include:
    a) the amount of residual vision present (e.g., visual acuity, colour vision deficits) and whether the disability is stable, progressive, or fluctuating
    b) a statement of the impact of the impairment on the student's functioning in a university environment (e.g., the need for large print or special lighting)

Students with a Hearing Impairment
Qualified Assessing Professional: Certified Audiologist
Documentation must include:
    a) an audiogram
    b) a statement of the amount of hearing loss (e.g., hearing acuity) and whether the disability is stable, progressive or fluctuating
    c) a statement of the impact of the impairment on the student's functioning in a university environment (e.g., the need for assistive listening devices, interpreters)

Students with a Chronic Health or Physical Disability (not including a visual or auditory impairment)
Qualified Assessing Professional: Physician
Documentation must include:
    a) a clear statement of the diagnosis and a summary of present symptoms
    b) a statement indicating whether the disability is permanent/ongoing or if the disability needs to be reassessed periodically (specify time period if possible)
    c) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)

Students with a Temporary Physical Health Disability
Qualified Assessing Professional: Physician
Documentation must include:
    a) a clear statement of the diagnosis and a summary of present symptoms
    b) a statement specifying the time period of the temporary illness or disability
    c) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)

Students with a Psychiatric Disability
Qualified Assessing Professionals: Registered Psychologist with clinical designation or Psychiatrist.
Documentation should include: *Please request the CSD Verification of Psychiatric Disability Form*
    a) a clear statement of the disability, along with the DSM-IV diagnosis and summary of present symptoms
    b) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)
    c) plans for ongoing support and monitoring
Students with a Neurological Disability
Qualified Assessing Professionals: Neurologist, Neuropsychologist, Registered Psychologist with clinical designation, Psychiatrist, or Physician.
Documentation must include:
   a) a clear statement of the disability, along with the DSM-IV diagnosis (if applicable) and summary of present symptoms
   b) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)
   c) plans for ongoing support and monitoring
   d) a psycho-educational assessment may also be required

Students with Attention-Deficit/Hyperactivity Disorder
Qualified Assessing Professionals: Registered Psychologist with clinical designation, Psychiatrist, or Physician with specialized training.
Documentation must include: *Please request additional guidelines from CSD Office.*
   a) a clear statement of the disability, along with the DSM-IV diagnosis and summary of present symptoms
   b) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)
   c) if a learning disability or other disability is co-existing, and the student wishes accommodations for these disabilities, then the criteria for documentation of the additional disabilities must also be met

Students with a Learning Disability / DSM-IV Learning Disorder
Documentation of a Learning Disability must be current (within the last three years).
Qualified Assessing Professionals: Certified School Psychologist (conducting the assessment in their school-based practice) or Registered Psychologist.
Documentation must include:
   a) the name and credentials of the assessor as well as the date(s) of testing
   b) A comprehensive diagnostic interview that includes academic, developmental, family, and psychosocial history
   c) a clear diagnostic statement of the disability, including the DSM-IV diagnosis, along with the rationale for the diagnosis based on the discrepancy model
      * Note 1: individual 'learning deficits', 'learning difficulties', 'learning differences', and 'learning styles' do not, in and of themselves, constitute a learning disability
      * Note 2: in accordance with Ministry of Advanced Education policy, a learning disability assessment must identify a discrepancy of 2 standard deviations between academic achievement and Full Scale IQ, or a smaller discrepancy between achievement and Full Scale IQ (i.e., between 1 and 2 standard deviations) in cases where an individual's performance may have been compromised by an associated disorder in cognitive processing, a co-morbid mental disorder or general medical condition.
   d) evidence of comprehensive testing (with age appropriate norms) and all test scores
      * Note 1: domains to be addressed include intellectual potential as measured by a cognitive battery; receptive language; expressive language; language processing; mathematical computation; information processing; personality (screen out problems due to anxiety, depression or psychiatric disorders); test behaviour and learning styles
      * Note 2: test scores should be reported as standard scores or percentiles
   e) a statement of the impact of the disability on the student's ability to meet the demands of a university environment (including the impact of medication or other treatment on performance)