

Services for Students with Disabilities Guide



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SOUTH FLORIDA STATE COLLEGE SERVICES FOR STUDENTS WITH DISABILITIES

South Florida State College (SFSC) recognizes the importance of assisting and encouraging students with disabilities to achieve their desired academic or career goals. In accordance with the Americans with Disabilities Act (ADA) of 1990/2008 and Section 504 of the Federal Rehabilitation Act of 1973, SFSC ensures that admission, services, activities, facilities, and academic programs are accessible to otherwise qualified students with disabilities. The disabilities specialist is available to assist you the process of registering for Services for Students with Disabilities and answer any questions you may have about college programs and services available. The disabilities specialist is also available to speak with your parents or staff members from area agencies or schools who may be assisting you in enrolling in college.

The office for Services for Students with Disabilities for SFSC is located in the Advising and Counseling Center, B-152, SFSC Highlands Campus, in Avon Park, FL. Appointments may be scheduled by calling 863-784-7131 or 863-784-7176.

Who is eligible for services?

To be eligible for accommodations or services, you must have a documented disability as defined by the by the ADA or Section 504 of the Federal Rehabilitation Act of 1973. A person with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities. Major life activities include walking, talking, seeing, hearing, speaking, performing manual tasks, caring for one's self, learning, and working. This definition includes, but is not limited to, mobility impairments, learning disabilities, hearing impairments or deafness, visual impairments or blindness, health impairments, and psychological disorders.

The disabilities specialist reserves the right to consult with additional student services personnel to determine your eligibility for accommodations and services when necessary.

How do I self-identify for services?

It is your responsibility to provide appropriate documentation of your disability to the disabilities specialist. The documentation provided must include a diagnosis of a physical or mental impairment, discuss how the disability limits one or more major life activities, address how the disability will affect you in the learning environment, and outline the reasonable accommodations recommended.

What are reasonable accommodations?

The Americans with Disabilities Act of 1990/2008 requires an institution of higher education to provide appropriate and reasonable accommodations to you should you possess a documented disability, provided the accommodation does not fundamentally

alter the nature of the course or program. A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enables you to have equal access and equal opportunity as available to all students.

Reasonable accommodations are determined by 1) examining the barriers resulting from the interaction between the documented disability and the campus environment, 2) the possible accommodations that might remove such barriers, 3) whether or not the you would have access to the course, program, service, activity, or facility without the accommodation, and 4) whether or not the essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

Reasonable accommodations both in the classroom and during college-sponsored campus activities and programs will be made available on a case-by-case basis to you when you identify yourself as having a disability, provide appropriate documentation of your disability, and you are otherwise qualified for admission to SFSC. The documentation provided must support the need for the accommodation or service requested. Accommodations and services may include, but are not limited to:

- Adaptive classroom furniture
- Adaptive electronic equipment and software
- Appropriate modifications to online courses
- Assistive listening devices
- Certified/qualified sign language interpreters
- Change of class location
- Modification of testing time and/or location
- Notetakers
- Recorded Tests or Test Readers
- Scribes
- Specialized Academic Advising
- Telecommunications devices (TTYs) and amplified phones
- Test and classroom assistants

Should you need assistive technology, adaptive furniture, or adaptive electronic equipment or software, you must be fully registered in a course or program and have appropriate documentation on file with the college **thirty (30) days prior to the start of the academic term** to allow sufficient time for college personnel to obtain and put the appropriate accommodations in place. If you are deaf or hearing impaired and are in need of interpreter services, you must be fully registered with the college **thirty (30) days prior to the start of the term.**

Accommodations are not made when they would reduce academic expectations, standards, or eliminate essential course or program components. The ADA does not require colleges to provide personal assistants, tutors, loan of textbooks, personal assistive technology, or financial assistance. Whenever possible, Services for Students with Disabilities will refer you to agencies which may provide these types of services.

How do I register for Services for Students with Disabilities?

To register for services and accommodations, you will be required to

- Complete the Request for Disability Support Services.
- Provide appropriate documentation of the disability for which accommodations are being sought (refer to the Documentation Guidelines).
- Make an appointment to meet with the disabilities specialist to review documentation, discuss the reasonable accommodations, create an educational plan, and develop a summary of services.

During the meeting, the disabilities specialist will review your documentation and any educational records you provide to develop with you a plan for providing appropriate accommodations and services. To receive accommodations and services, all forms and required documentation must be submitted prior to the start of the academic term in which you are enrolled. Should you provide documentation of your disability after the start of the current academic term, you may be ineligible for accommodations and services until the start of the next academic term.

How will college faculty be notified of my need for accommodations and services?

Your instructors will be notified of your specific need for reasonable accommodations and services. During the first week of class, all instructors will be sent the Instructor Notification of Accommodations and Services. This form identifies you as a student with a documented disability and indicates the reasonable and appropriate accommodations and services to be provided. Please note that this form will not identify the nature of your disability.

Should you change your class schedule during the first week, notify Services for Students with Disabilities of your changes. To be eligible for accommodations and services, you must have identified yourself as a student with a documented disability, registered with Services for Students with Disabilities, and provided documentation prior to the start of the term (fall, spring, or summer). Students who register with Services for Students with Disabilities after the start of the term may not be eligible to receive accommodations and services until the start of the next academic term.

What testing accommodations are available?

The most common testing accommodations include extended time and testing in a distraction-reduced room. Testing accommodations are not limited to only these and are implemented on a case-by-case basis. The Testing and Assessment Center works closely with the disabilities support specialist to coordinate service delivery that is in accordance with the ADA, and Section 504, as well as with your individual plan.

Will my records be kept confidential?

Services for Students with Disabilities maintain strict confidentiality of all documentation submitted. To facilitate accommodations and services on campus, the disabilities support specialist may need to consult with other college staff. Only general information will be shared on an as-needed basis with appropriate college staff (i.e., faculty, Financial Aid Department, the Testing and Assessment Center, etc.).

How long will my documentation be on file with the college?

Documentation submitted to the office for Services for Students with Disabilities becomes an educational record and is subject to the federal Family Education Rights and Privacy Act (FERPA) and Florida state record regulations. After five years of non-enrollment, documentation submitted to SFSC will be destroyed in accordance with Florida state regulations.

What documents do I need to provide?

An Individualized Educational Plan (IEP) or 504 Plan from high school cannot serve as the stand alone documentation for accommodations and services at the college level. It is your responsibility to provide the appropriate documentation which identifies the nature of your disability, discusses how your disability will impact you in the learning environment, and outlines the necessary reasonable accommodations to be provided in the classroom or on campus. Your documentation must be prepared by a person who is not a family member and by a person who is qualified by professional training and practice to diagnose and treat those impairments associated with your disability. Documents must be typed or word-processed and printed on the letterhead of the practitioner, agency, clinic, or hospital. The documentation must contain the name, title, professional credentials, licensure or certification information, original signature, and contact information of the professional. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate. ***Handwritten notes on prescription pads will not be accepted.***

The following is a summary of the documentation you will need to provide based on your specific disability. For more detailed information, refer to the appropriate set of documentation guidelines found at the end of this document.

Learning Disability

Students must provide a psycho-educational evaluation not more than three years old with qualifying cognitive and processing standardized test scores and a DSM IV diagnosis of a learning disorder. The documentation must also discuss the effect on the student's functioning in the academic environment, and include a discussion of the reasonable accommodations recommended. The evaluation

must be completed by a licensed school psychologist or psychologist who diagnoses learning disabilities.

Attention Deficit and Hyperactivity Disorder

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The letter must be typed on letterhead and signed. The letter must identify the specific disability, the effect on the student's ability to function in the learning environment, and the reasonable accommodations recommended.

Psychological or Mental Disorder

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The letter must be typed on letterhead and signed. The letter must identify the specific DSM IV disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Physical or Other Health Impairment

Students must provide a letter or report not more than three years old from a psychologist, psychiatrist, or M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must be typed on letterhead and signed. The letter must identify the specific disability or health impairment, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Hearing Impairment or Deafness

Students must provide an audiogram indicating level of hearing loss or letter on letterhead not more than three years old from an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must identify the specific disability, the effect on the student's functioning in the academic environment, and the reasonable accommodations recommended.

Speech Impairment

Students must provide a report or letter on letterhead not more than three years old from a speech pathologist or an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must identify the specific disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Visual Impairment or Blindness

Students must provide a letter or report not more than three years old from an M.D. qualified to diagnose the condition. The condition or its effects must be long term to permanent. The letter must be typed on letterhead and signed. The letter must identify the specific disability, the effect on the student's functioning in the learning environment, and the reasonable accommodations recommended.

Why can't I use my Individualized Educational Plan (IEP) or 504 Plan from High School?

An Individualized Educational Plan (IEP) or 504 Plan cannot serve as the stand alone documentation for accommodations and services at the college level.

Records must contain information meeting the disability documentation requirements previously outlined (diagnosis, functional limitations, and recommendations). IEPs are primarily plans for education prepared by K-12 public school systems appropriate to assuring a student with a disability has equal access to a free and appropriate education in accordance with the Individuals with Disabilities Education Act (IDEA). Various educational records such as an IEP, a transcript, or other special-education records, however, may provide valuable information about what kinds of accommodations and services were effective in the past. The IEP is a useful tool to assist the disabilities specialist in identifying appropriate classroom accommodations and learning strategies that may have been effective in previous educational experiences. The office for Services for Student with Disabilities encourages students to provide a copy of their most recent IEP in addition to the required documentation.

How do I file an appeal if I believe I am not being provided reasonable accommodations at SFSC?

As a student with a documented disability, should you believe you are not being provided with reasonable accommodations and services at SFSC, you may file an appeal with the Dean of Student Services. The Office for the Dean of Student Services is located on the second floor, Cornelius Student Services and Classroom Complex (Building B), Room B-274, Highlands Campus. An appointment may be scheduled with the dean of Student Services by phoning 863-784-7107.

Summary of the Differences between High School and College Disability Services	
Applicable Laws	
I.D.E.A.	A.D.A.
Section 504	Section 504
Rehabilitation Act	Rehabilitation Act
Required Documentation	
I.E.P (Individual Education Plan) or 504 Plan	Varies depending on the disability, I.E.P. and 504 plans are not sufficient, documentation must include testing on which the accommodations are based
School provides evaluation at no cost to student	Student/parents must pay for evaluation
School conducts evaluations at prescribed intervals	Student usually does not need to be re-tested after initial documentation is approved.
Student Role	
Student is identified and supported by parents/teachers	Student must self-identify to the Disabilities Specialist
Primary responsibility for accommodations belongs to the school	Primary responsibility for accommodation requests belongs to the student
Parent Role	
Parents have access to student records and participate in the accommodation process	Parents do not have access to disability-related records unless student provides written consent
Parents advocate for students	Students advocate for self
Teachers/Instructors/Professors	
May modify curriculum and/or alter pace of assignments	Not required to modify curriculum or pace of assignments
Use multi-sensory approach to instruction	Tend to rely on classroom lecture; may or may not use multi-sensory approach to instruction
Weekly testing, mid-term, final, and graded assignments	Testing and assignment frequency vary
Attendance taken and recorded	Attendance may not be taken; student is responsible for attending class
Grades	
Grades may be modified based on curriculum	Grades reflect the quality of the work submitted

Documentation Guidelines

SOUTH FLORIDA STATE COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

General Documentation Checklist

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- The evaluator or diagnostician should be a licensed professional qualified to provide diagnosis and treatment of the specific disability for which accommodations are being sought, with appropriate clinical training and experience working with adults. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement of the disability and identify when the diagnosis was first made.
- The documentation must provide a report with a description of the symptoms meeting the criteria for diagnosis and summarize assessment procedures and evaluation instruments used to make the diagnosis.
- The documentation must indicate the degree of functional limitations, as related to the relevant major life activities (walking, talking, seeing, hearing, speaking, caring for oneself, learning, and working), and indicate the degree of impairment: mild, moderate, or substantial.
- The documentation must indicate whether the functional limitation is temporary or permanent, and progressive or stable.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

SOUTH FLORIDA STATE COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Attention Deficit and Hyperactivity Disorders

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- For ADHD, a licensed psychologist, psychiatrist, or licensed mental health professional with appropriate clinical training and experience working with adults should make the diagnosis. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement consistent with the diagnostic criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV TR).
- The documentation must consider all other psychiatric or medical disorders that may cause problem with inattention within a differential diagnosis. This is particularly important when disorders of mood, anxiety, or substance abuse are involved. Other causes of problems with attention and concentration must be considered and discussed. A positive response to medication is not by itself considered diagnostic.
- The documentation must provide a description of the symptoms meeting the criteria for diagnosis including onset, longevity, and severity. Include summaries of questionnaires, measures, or other clinical data with norm-based behavior rating scales; if diagnosis is associated with a learning disorder, provide a full psycho-educational evaluation.
- The documentation must indicate how the condition affects the student's life across multiple settings and what the functional limitations are for participation in an academic environment.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

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SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Hearing Impairments or Deafness

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- For deafness and other hearing impairments, an audiologist or otolaryngologist (ear, nose, and throat doctor) should make the diagnosis. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three year unless the condition is static or permanent. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement of the disability and identify when the diagnosis was first made. The documentation should indicate the type of hearing loss, conductive or sensorineural.
- The documentation must indicate whether the impairment is static or progressive, and whether the degree of impairment is negligible, moderate, or substantial.
- The documentation should indicate whether hearing aids, assistive devices, or medications mitigate the condition.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

SOUTH FLORIDA STATE COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Learning Disabilities and Cognitive Disorders

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified, by training and practice, to diagnose and treat the impairment leading to the disability.
- A licensed psychologist, with appropriate clinical training and experience working with adults, should conduct the assessment and make the diagnosis for a learning disorder. A cognitive disorder (e.g. as a result of a traumatic brain injury or seizure disorder) should be evaluated by a licensed psychologist or neurologist. If students have not secured a professional, they should look in their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include name, title, professional credentials, licensure/certificate information, original signature and contact information. Reports should be written in English or translated into English by a qualified translator.
- Documents must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- In order to determine appropriate accommodations for college classes, students should have been evaluated at age 16 or older with assessment instruments of age appropriate norms for high school seniors/college freshmen or older students. The determination of what is current may vary according to the nature of the disability or disorder. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- Documentation must provide specific diagnosis consistent with the criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV TR). For the criteria of a learning disorder, a student must exhibit one or more, but not all, areas of specific academic deficits, a correlated cognitive deficit and average intellectual ability. If another diagnosis is applicable, state that diagnosis.
- A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, test scores of the assessment of aptitude, academic achievement, and information processing.
- Documentation must state the specific functional limitations relating to an academic environment and/or academic performance. Describe the impact of the learning disorder(s): mild, moderate, or severe.
- Documentation should include a discussion of reasonable accommodations and/or auxiliary aids that have been used at the secondary or postsecondary level. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefited the student. If no accommodations have been previously supplied, explain why the student currently needs the suggested accommodation(s).
- Include information on the current medication(s), if any, used to treat the condition and potential side effects on the student's ability to face college-level academic demands and stressors.
- Oral language skills should be assessed and discussed. Formal instruments or an informal analysis of a language sample are appropriate. Colleges are primarily interested

in whether or not a student's learning or cognitive disorder is affecting oral language and/or if a separate speech disorder is also present.

- Social-emotional status should be assessed and discussed. Formal assessment instruments and/or clinical interview are appropriate. Colleges need to know differential diagnosis of psychological disorders that impact upon academics as distinct from learning disorders.
- College is typically quite stressful for students who have learning disorders and other cognitive impairments. In an attempt to best serve students, it is helpful to know about their personality characteristics, psychological welfare, self-esteem, and stress level.
- Discuss cognitive processing strengths, weaknesses, and deficits. Address the following processing areas: a) visual spatial abilities, b) memory (auditory and visual: short-term and long term), c) fine motor/dexterity, d) executive functions (verbal and nonverbal reasoning). It is also helpful to know about the student's cognitive flexibility and automaticity with cognitive tasks and e) attention (auditory and visual).

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

SOUTH FLORIDA STATE COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Mental or Psychological Disorders

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- For a Psychological or mental disorder, a licensed psychologist, psychiatrist, or licensed mental health professional with appropriate clinical training and experience working with adults should make the diagnosis. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three years and be based on an adult scale, if appropriate. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement of the mental disorder consistent with the diagnostic criteria found in the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV TR), and identify when the diagnosis was first made.
- The documentation must provide a psychological or neuropsychological report with a description of the symptoms meeting the criteria for diagnosis and summarize assessment procedures and evaluation instruments used to make the diagnosis.
- The documentation must indicate the degree of functional limitations, as related to the relevant major life activities (walking, talking, seeing, hearing, speaking, caring for oneself, learning, and working), and indicate the degree of impairment: mild, moderate, or substantial.
- The documentation must indicate whether the functional limitation is temporary or permanent, and progressive or stable.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

SOUTH FLORIDA STATE COLLEGE

DISABILITY SUPPORT SERVICES

Checklist for Physical or Other Health Impairments

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- The evaluator or diagnostician should be a licensed professional qualified to provide diagnosis and treatment of the specific disability for which accommodations are being sought, with appropriate clinical training and experience working with adults. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three years unless the condition is static and permanent. The determination of what is current may vary according to the nature of the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a diagnosis and identify when the diagnosis was first made.
- The documentation must indicate the degree of functional limitations, as related to the relevant major life activities (walking, talking, seeing, hearing, speaking, caring for oneself, writing, learning, and working), and indicate the degree of impairment: mild, moderate, or substantial.
- The documentation must indicate whether the functional limitation is temporary or permanent, and progressive or stable.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

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SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Speech Impairments

Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.

- For speech impairments, a speech pathologist or an appropriate medical professional should make the diagnosis. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three year unless the condition is static or permanent. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement of the disability and identify when the diagnosis was first made. The report should describe the symptoms meeting the criteria for diagnosis.
- The documentation must indicate whether the impairment is static or progressive, and whether the degree of impairment is negligible, moderate, or substantial.
- The documentation should indicate whether assistive devices or therapy mitigate the condition.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.

SOUTH FLORIDA STATE COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

Checklist for Visual Impairments or Blindness

- Documentation should be prepared by a person who is an unrelated, neutral professional qualified by training and practice, to diagnose and treat the impairment leading to the disability.
- For visual impairments, an ophthalmologist, optometrist, or appropriate medical physician should make the diagnosis. If students have not secured a professional, they should refer to their insurance company's provider directory, or ask a family physician or college staff for referrals.
- Documentation must include the name, title, professional credentials, licensure/certificate information, original signature, and contact information. Reports should be written in English or translated into English by a qualified translator.
- The report must be typed on dated letterhead of either the practitioner or the agency hosting the practice. The college will not accept handwritten notes on prescription pads, photocopies of physician's notes, or hospital discharge papers.
- The documentation provided should be dated within the last three year unless the condition is static or permanent. The determination of what is current may vary according to the disorder or disability. The college reserves the right to ask for more recent documentation or additional documentation for clarification as appropriate.
- The documentation must provide a clear statement of the disability and identify when the diagnosis was first made.
- The documentation must indicate the current degree of visual acuity, including with corrective lenses, and the extent of the visual fields.
- The documentation must indicate whether the impairment is static or progressive, and whether the degree of impairment is negligible, moderate, or substantial.
- The documentation should indicate whether assistive devices mitigate the condition.
- The documentation must discuss how the specific functional limitations relate to the academic environment or a student's academic performance.
- The documentation must include information on the current medication(s) used to treat the condition and the potential side effects on the student's ability to face college-level academic stressors and demands.
- The documentation must recommend the necessary reasonable accommodations and services to be provided. The goal of reasonable accommodations is to minimize the impact of the functional limitations on the student's academic performance or participation in programs and activities.

Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his or her academic success.