



DISABILITY DOCUMENTATION GUIDELINES

Under the **Americans with Disabilities Act** and **Section 504 of the Rehabilitation Act of 1973**, individuals with disabilities have certain protection and rights to non-discrimination and accommodation in colleges and universities. To evaluate requests for specific accommodations or auxiliary aids at Rice University, thorough documentation of a disabling condition is needed.

Documentation must be **recent** adult-scaled testing and include evaluation by an appropriate professional (who is not related to the person being evaluated) describing the current impact and limitations of the disability as it relates to the accommodation request. This standard of documentation also applies to requests for housing due to disabling physical or medical conditions.

The following guidelines are provided to assure documentation is adequate and appropriate to verify eligibility and to support requests for accommodations or auxiliary aids.

Disability documentation should include the following as appropriate to disability and requested accommodations:

- 1) A diagnostic statement identifying the disability/condition, date of the current diagnostic evaluation, and the date of the original diagnosis (including DSM-V classification for psychological disabilities and learning disabilities or ICD-10 for medical disabilities). Note that a student with learning disabilities should have documented adult-scaled testing that dates within three years prior to application.
- 2) A description of the diagnostic criteria and copies of diagnostic test(s) used. Note that an ASRSV1.1 screener (and other screeners) for ADHD and self report instruments are not comprehensive assessments that can confirm a diagnosis.
- 3) Historical information detailing the evolution of the diagnosis. If episodic, when was the last occurrence (e.g., allergic reactions, seizures, hospitalizations)?
- 4) A description of the current functional impact/limitations of the disability.
- 5) Treatments, medications, assistive devices/services currently prescribed or used.
- 6) A description of the expected progression or stability of the disability over the time frame of the individual's expected college education.
- 7) The documentation should suggest recommended accommodation(s). Note that recommended accommodations from the provider are one of several considerations in the interactive process of determining reasonable accommodations.
- 8) The credentials of the diagnosing professional(s) including the training and experience, which qualifies the person to make the diagnosis(es).
- 9) The documentation should include a history (timeframe or number of visits) of the provider and patient interactions.

10) The documentation must be on letterhead with the evaluator's name and contact information as well as signed and dated.

11) The following forms can be utilized if helpful:

Rice Accessibility Form You may also submit documentation in other formats if all requested information is included.

Rice Allergy Form if you are seeking housing/dining accommodations related to allergies

12) Please include any prior accommodations (504/IEP) from K-12, College Board, or other institutions.

Due to the short-term, solution-based focus of the Rice Counseling Center (RCC), the RCC does not write documentation for disability accommodations.

Rice University reserves the right to request clarification and/or further documentation of disability and functional limitations as may be needed to evaluate a student's request for accommodations.

For additional information contact:

Student Disability Resource Center

Rice University

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Houston, TX 77005

713-348-5841 sdrc@rice.edu <https://sdrc.rice.edu/>