



Student Accessibility and Support Services
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Accommodations ▪ Coaching ▪ Consultation

Psychological/Psychiatric Disability – Documentation Guidelines

Students who are seeking disability accommodations and services on the basis of a diagnosis of a Psychological/Psychiatric Disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended. It is important to understand that documentation of a diagnosis of a Psychological/Psychiatric Disability requires information that indicates a substantial impairment in a major life activity, usually provided through a current and comprehensive evaluation.

Secondary schools and post-secondary institutions are governed under different laws with regard to providing services to students with disabilities. A prior history of accommodation does not in and of itself warrant the provision of a similar accommodation at the post-secondary level. A student's high school Individualized Education Program (IEP) or a 504 Plan is seldom sufficient documentation to establish the rationale for academic accommodations, auxiliary aids and/or services in the post-secondary setting.

The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility and requests for reasonable accommodations, academic accommodations, and/or auxiliary aids at the postsecondary level.

In order to document your disability, submit one of the following:

Diagnostic reports documenting Psychological/Psychiatric Disability
(documentation guidelines below)

OR

SASS Psychological/Psychiatric Disability Documentation Form

This form can be completed by your medical professional in place of a diagnostic report.

It can be found on our website:

www.rider.edu/academics/academic-support/student-accessibility-support-services/current-students

DOCUMENTATION GUIDELINES

Qualifications of the Evaluator

- Qualified professionals must have comprehensive training and direct experience in the differential diagnosis of a Psychological/Psychiatric Disability, such as a psychologist, neuropsychologist, neurologist, psychiatrist or a relevantly trained medical doctor.
- Diagnostic evaluations completed by professionals who have a personal relationship with the student will not be accepted.

Requirements of the Evaluation Report

- All diagnostic reports must include the names, titles, and professional credentials of the evaluators and include the signature of the professionals and the date(s) of testing/assessments.
- The report must be typed and submitted on professional letterhead. Handwritten diagnostic reports are not acceptable.
- The required report components must be clearly presented and well organized.

Background Information

- The report should provide relevant background from a variety of sources.
- The report should include: history of presenting symptoms, developmental history, medical and medication history, psychosocial history, academic history, and a summary of prior psycho-educational evaluations.

Assessment Information

- Must be the most recent. Information that is more than three years old may be considered out of date depending on such factors as the student's current age and student's age at time of assessment.
- Must include current symptoms.
- Must accurately describe a student's current functional limitations and need for academic accommodations, auxiliary aids and/or services.
- Must include a review and discussion of the DSM-V criteria for a Psychological/Psychiatric Disability.
- Must include criteria and/or diagnostic tests used. Self-report alone is insufficient.

Accommodations

- Should include specific recommendations for accommodations.
- Must include a rationale for each accommodation based on the evaluation report.

Documentation Retention

Rider University policy requires that disability documentation be retained for seven years after a student has stopped attending. All submitted materials will be held in SASS as educational records under the Family Educational Rights and Privacy Act (FERPA). Students have a right to review their educational record.

Students are encouraged to retain their own copies of disability documentation for future use.