Disability Documentation Guidelines

Strayer University requires that students who disclose disabilities and request reasonable accommodations should provide documentation. The documentation must establish that the student has a disability, and it should provide adequate information on the functional impact of the disability so effective accommodations can be identified. All documentation will be reviewed on a case-by-case basis.

Eligible Disabilities
To qualify for services, the student must provide clear and specific evidence that a qualified professional has established a formal diagnosis of a disability. There must also be evidence of a “substantial limitation” in a major life activity such as walking, seeing, hearing, learning, breathing, etc. However, the disability cannot be so profound that the student does not possess the mental faculties necessary to be deemed “otherwise qualified” to participate in the University’s academic programs.

Disability Testing
If the Office of Student Affairs Disability Services coordinator requests additional information supporting a student’s claim of disability, it is the responsibility of the student to obtain the additional information or testing if it is required to demonstrate a disability and determine eligibility for accommodations. Strayer University does not provide testing/formal assessment of disabilities or reimburse students who complete testing through a community provider.

Minimum Standards for Medical Documentation Evidencing a Disability
These general guidelines have been developed to assist students in working with their treating professional(s) to prepare the information needed by Strayer University to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids requested.

All documentation should adhere to the following guidelines:

1. The credentials of the evaluator: The name, title and professional credentials of the evaluator including information about license or certification (e.g., licensed psychologist), as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation.
2. A diagnostic statement identifying the disability.
3. It is also preferable that a statement be included as to whether the student possesses the mental faculties necessary to be deemed “otherwise qualified” to participate in the University’s academic programs. This requirement is particularly of concern when the student claims mental disability or learning disability. To be deemed “otherwise qualified” a student must have the cognitive ability to perform analytical reasoning and writing at the collegiate level.
4. Documentation should be current (no older than three years old) in most cases. Exceptions may exist depending on the disability type. Older documentation may
be appropriate in certain situations if it is still relevant to the individual’s situation and otherwise meets the guidelines outlined here. Periodic updates of documentation may be requested in situations where the student’s level of functioning may change significantly over a shorter period of time.

5. A description of the current substantial functional impact of the disability on a major life activity.

6. A description of the diagnostic methodology used.

7. Recommendations for accommodations, adaptive services and/or assistive services.

8. A prior history of accommodations may be helpful. However, without demonstration of current need, this does not in and of itself warrant the provision of a like accommodation. In addition, if no prior accommodation has been provided, the evaluator or appropriate professional must include an explanation as to why no accommodations were used in the past and why accommodations are needed now.