DOCUMENTATION GUIDELINES FOR DIAGNOSING HEALTHCARE PROFESSIONAL

Student Name: _________________________________
Class Year: _________

I grant permission to the following healthcare professional to disclose health information relevant to my request for accommodations for my disability. I also grant the New England College of Optometry permission to review this document as part of the review process for my request.

Signature: ___________________________ Date: ________________

The New England College of Optometry is committed to providing a supportive and accessible educational environment for students with disabilities. The College recognizes its legal and ethical responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). The College will provide reasonable and appropriate accommodations for qualified students for whom a disability substantially limits one or more major life activities.

As appropriate to the disability, documentation should include:

1. A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
   The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services, or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

2. A description of the diagnostic criteria and/or diagnostic test used.
   The description should include the specific results of diagnostic procedures and/or diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

3. A description of the current functional impact of the disability.
   The current functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from diagnostic procedures. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.
4. **Treatments, medications, assistive devices/services currently prescribed or in use.**
   A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted.

5. **A description of the expected progression or stability of the impact of the disability over time should be included.**
   This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

6. **The credentials of the diagnosing professional.**
   Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

7. **Your specific recommendations for what accommodation(s) this student should be granted.**
   This could include recommendations such as extended time for tests (if so, specify how much extra time), being able to take tests in a smaller room, having access to a tutor, etc.

   Documentation should be submitted directly to Kirsten Kirby, Associate Director of Student Advising, using one of the following methods:

   - By email: kirbyk@neco.edu
   - By fax: (617) 587-5559
   - By mail:
     Kirsten Kirby  
     Associate Director of Student Advising  
     New England College of Optometry  
     424 Beacon Street, Boston, MA 02115

   Ms. Kirby will confirm receipt of this documentation. If you have any questions, feel free to contact her at kirbyk@neco.edu or by phone at 617-587-5696.

   Once appropriate documentation is received, it will be confidentially reviewed. Due to the time involved in the review process, students are encouraged to request accommodations 30 days in advance of when they hope to receive them.