

DISABILITY VERIFICATION FORM

Student Information (to be completed by the student)

Name: _____ CWID: _____ CofC Email: _____

I hereby authorize the release and exchange of the following information to the Center for Disability Services (CDS) at the College of Charleston. I understand that relevant information obtained may be shared with other College offices that may be involved in assisting with the establishment of reasonable accommodations.

Signature: _____ Date: _____

Provider Information (to be completed by the provider)

Name: _____ Title: _____

License No: _____ State of Licensure: _____

Address: _____

Phone: _____ Fax: _____

I, the undersigned, certify that the information provided for the student is true and correct to the best of my knowledge. I confirm that I am licensed or otherwise qualified to diagnose the conditions listed below, have adequately evaluated the student, can produce record of such evaluation, and am not related to the student by blood or marriage.

Signature: _____ Date: _____

Disability Information (to be completed by the provider)

Provide complete answers for all questions. Incomplete documentation will delay a student from registration and access to accommodations. If you are unable to provide a response for a question, please indicate the reason.

Is the student currently under your care? Yes No

Diagnosis (include DSM-V Code, if applicable): _____ **Date of Diagnosis:** _____

Permanent/Chronic Episodic: Typical time between flare-ups: _____

Temporary (60 days or less) Short-Term (60-90 days) Long-Term (3-12 months)

Severity: Mild Moderate Severe

Diagnosis (include DSM-V Code, if applicable): _____ **Date of Diagnosis:** _____

Permanent/Chronic Episodic - Typical time between flare-ups: _____

Temporary (60 days or less) Short-Term (60-90 days) Long-Term (3-12 months)

Severity: Mild Moderate Severe

Additional Diagnoses (attach additional pages as needed):

Diagnostic Criteria. List any diagnostic assessments used in making this determination. Examples may include, structured/unstructured interviews, documentation review, observations, rating scales, etc.

List any medication(s), current treatment(s) and/or therapy the student is receiving: N/A

List should include any mediating effects and potential side effects.

Describe the symptoms relating to this diagnosis that affects the student's participation in the campus community. Examples: heart palpitations, fidgets or squirms in chair, low blood sugar, etc.

According to the Americans with Disabilities Amendments Act, major life activities may include but are not limited to the following, please check all that are **substantially** impacted by the physical or mental impairment of the student. **A substantial limitation is a symptom that has persisted to a degree that is maladaptive and inconsistent with developmental level:**

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> Eating | <input type="checkbox"/> Self-Care | <input type="checkbox"/> Stress Management |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Thinking | <input type="checkbox"/> Performing Manual Tasks |
| <input type="checkbox"/> Seeing | <input type="checkbox"/> Learning | <input type="checkbox"/> Managing Internal Distractions |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Reading | <input type="checkbox"/> Managing External Distractions |
| <input type="checkbox"/> Speaking | <input type="checkbox"/> Communicating | <input type="checkbox"/> Social Interactions |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Memory | <input type="checkbox"/> Putting Thoughts to Words |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Organization | <input type="checkbox"/> Operation of a Major Bodily Function: |
| <input type="checkbox"/> Standing | <input type="checkbox"/> Motivation | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Lifting | <input type="checkbox"/> Concentrating | <input type="checkbox"/> _____ |

Given the symptoms and functional limitations noted above, please share any recommended accommodations and the rationale connecting the accommodation to the functional limitation.

Example: Student should take exams in a separate location because the student's anxiety is exacerbated by being in a crowded room, and this impairs concentration.

Completed form can be submitted directly to the Center for Disability Services by **email, fax or returned to the student for submission.**