



## Documentation Guidelines

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended in 2008, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. Documentation establishing the presence of a disability and explaining the nature and degree to which the disability affects major life activities—including learning—is used by our staff in conjunction with an interactive process with students to determine reasonable accommodations.

Criteria for the source, scope, and content of documentation differs by disability type, but documentation submitted to Disability Resources should identify the students' disability and how their ability to participate or benefit from University programs is impacted. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions. The type of documentation that can be provided to the Disability Resources for review include:

- 1. Educational, psychological, or medical records regarding the disability.**
- 2. Reports and assessments created by healthcare providers, psychologists, or the educational system.** These reports and assessments may include:
  - A diagnostic statement identifying the disability and its current impact on the student
  - An assessment of major life activities (e.g., concentration, memory, social interactions, class attendance, learning, thinking) that are limited by the impairment
  - Medical information relevant to the student's current needs, including the current treatment plan, current medications, and the impact of current medications (and compliance with) to meet the demands of college courses
  - The name, title, professional credentials, address, phone number, and signature of the evaluator as well as the date of the report.
- 3. Documents that reflect education and accommodation history,** such as an Individual Education Program (IEP) or 504 Plans, that contain a complete diagnosis and description of how the diagnosis was determined.

Documentation supporting students' requests for Emotional Support Animals (ESAs) should generally follow the second standard of documentation mentioned above. To reflect the current treatment, the documentation should be dated no more than six months before the student's request. Documentation should also address the following questions:

- What is the nature of the student's impairment (that is, how is the student substantially limited) in university housing? Please explain any areas of functioning or major life activities in the student's living situation which may be impacted by the student's conditions and describe said impacts.

- How long has the licensed provider been working with the student regarding the student's impairment?
- Is the ESA prescribed as part of ongoing treatment? (Please provide information regarding the treatment plan while the student is living on campus.) What has changed in the last 6 months that now necessitates an ESA?
- Does the licensed care provider believe the student is capable of independently providing care to the animal?

**ESA Certificates or letters purchased online, relationships based on limited contact, or a relationship initiated for the sole purpose of acquiring ESA documentation do not provide the necessary information to support a student's request.**

Please keep the following in mind:

- No handwritten notes or prescription pad notes will be accepted as documentation.
- Disability Resources may ask for additional information if documentation does not support accommodation requests.
- Students who do not have documentation are still encouraged to meet with Disability Resources staff to explore options for support.
- Accommodations provided by other colleges and universities may not be approved by CSU Pueblo.
- Documentation accepted by CSU Pueblo might not be accepted by other institutions, agencies, and/or programs. Please check with the specific organizations and/or programs to determine their documentation requirements.

Information regarding a student's documentation is confidential. All documentation and files related to a student's disability are housed in Disability Resources and are not part of the student's college record. Students should keep a copy of their documentation. Questions may be directed to Disability Resources by phone (719-549-2648), email (DRO@csupueblo.edu), or in person (OSC 104).

**Documentation for students requesting disability accommodations should be submitted to:**

Mail: Disability Resources  
 Occhiato Student Center 104  
 Colorado State University Pueblo  
 Pueblo, CO 81001

Email: csup\_dro@csupueblo.edu

## Referral Information for Evaluators

Colorado State University Pueblo does not complete evaluations on students or provide the means to help fund such evaluations. Below is a list of evaluator referrals should you need to be assessed for a disability or need to update any documentation regarding your disability.

### Pueblo

- CSU Pueblo Wolfpack Wellness Center
  - Health Services – <https://www.csupueblo.edu/student-health-services>
  - Counseling Center - <https://www.csupueblo.edu/counseling-center>
  - Fee-paying students are eligible for the services of either program.
  - Students whose needs fall outside scope of care or have a preference unable to be met are primarily referred to outside providers.
  
- Dr. Rocky Khosla (Brain Injury)
  - 1315 Fortino Boulevard, Suite C, Pueblo, Colorado 81008
  - 719-544-2740, <https://pueblosportsandfamilymed.com/>

### Colorado Springs:

- Dr. Michelle Cleckler (ADHD, Autism Spectrum, Learning Disabilities)
  - 1257 Lake Plaza Drive, Suite 125, Colorado Springs, CO 80906
  - 719-466-9645, [www.michellecleckler.com/](http://www.michellecleckler.com/)

### Denver/Boulder:

- University of Colorado at Denver, Psychological Services Center
  - 1200 Larimer St, North Classroom building, Ste 3002, Denver, CO 80204
  - 303-556-5289, <https://clas.ucdenver.edu/psychologyclinic/>
  
- Charlie Wright (ALL Types of Evaluations)
  - 350 Broadway St, Ste 205, Boulder, CO 80305
  - 720-771-9106, [www.boulderpsychologicalservices.com/bps-therapist/charlie-wright-lsp/](http://www.boulderpsychologicalservices.com/bps-therapist/charlie-wright-lsp/)
  
- Dr. Mark Zacharewicz (ADHD)
  - 2523 Broadway Ave, Boulder, CO 80302
  - 303-938-9244, <https://www.brainbehaviorclinic.com/>
  
- Dr. Sarah McConnell (ADHD, Learning Disabilities, Anxiety)
  - 844-904-6893, [www.mcconnellpsychologicalservices.com](http://www.mcconnellpsychologicalservices.com)

## Other Referral Resources

Below is a list of referrals that can help students locate other resources for evaluations.

- Colorado Division of Vocational Rehabilitation
  - 720 North Main Street #320, Pueblo, CO 81003
  - Phone: 719-544-1406
  - Website: <https://dvr.colorado.gov/>
- Center Toward Self Reliance
  - 901 W. 8th St., Pueblo, CO 81003
  - Phone: 719-546-1271
  - Website: <https://cfdpueblo.org/>
- Council for Exceptional Children (CEC)
  - 1920 Association Dr, Dept 93 Learning Disabilities Division, Reston, VA 22901-1589
  - Phone: (800) 486-5773 or (703) 620-3660
  - Website: <https://exceptionalchildren.org/>
- Council for Learning Disabilities (CLD)
  - P.O. Box 40303, Overland Park, KS 66204
  - Phone: (913) 492-8755
  - Website: <https://council-for-learning-disabilities.org/>
- International Dyslexia Association
  - 8600 LaSalle Rd, Chester Building, Suite 382, Baltimore, MD 21286-2044
  - Phone: (410) 296-0232
  - Website: [www.interdys.org](http://www.interdys.org)
- Learning Disabilities Association of America (LDA)
  - 4400 East Iliff Avenue, Denver, CO 80222
  - Phone: (303) 894-0992
  - Website: <https://ldaamerica.org/>
- National Center for Learning Disabilities
  - 381 Park Avenue South, Suite 1401, New York, NY 10016
  - Phone: (888) 575-7373
  - Website: <https://www.LD.org>