

## Sample Documentation Guidelines

Students who request services from the disability service office are required to submit documentation under the Americans with Disabilities Act as amended (ADAAA) and Section 504 of the Rehabilitation Act of 1973. The diagnosis of a disability alone does not automatically qualify a student for accommodations under these laws. To establish a need for a reasonable accommodation, documentation must indicate that the disability substantially limits one or more major life activities and support requests for services, accommodations, academic adjustments, and/or auxiliary aids.

Since requirements for access in higher education are different than in high school, IEP's (Individual Educational Plans), 504 Plans, and SOP's (Summary of Performance) are generally not sufficient to establish student eligibility for services and accommodations.

### 1. A Qualified, Licensed Professional Must Conduct the Evaluation

The report must be presented on practice letterhead, dated and signed by the examiner, and include the license number.

### 2. Age of Documentation

While being diagnosed with a qualified disability under the ADA normally means the condition is life-long, the severity of the condition and its impact in different settings may change over time. Therefore, the evaluation should be no older than three to five years. Disability Support Services reserves the right to request updated or augmented documentation of a condition that is potentially changeable at any time in order to have a more accurate picture of the current level of functioning.

### 3. The written report must include the following:

- a) History of personal, social, medical and educational activities
- b) Specific diagnostic statement identifying the disability (ICD-DSM classification). If multiple diagnoses are provided, information on how the primary and secondary conditions affect learning should be described.
- c) Previous history of the disability and verification of any previous testing.
- d) Description of the diagnostic methodology used, including all data from appropriate, standardized, evaluation instruments (names of instruments, scores, test dates and interpretation). Information based on "screening" instruments is not acceptable.
- e) Description of current substantial limitations as they relate to performing various educational tasks, in particular how they relate to the student's ability to function within a higher education environment academically, socially, emotionally and physically.
- f) Expected progression or stability of the medical condition/disability, including impact of prescribed medications on learning and expected side effects

- g) Recommendations for prescriptive treatments, suggestions for accommodations, including how they are directly linked to the disability and associated issues (e.g., medication) and observations

Additional documentation is required for the following conditions:

- Asperger's and Autism Spectrum Disorders
- Blind and visual Disabilities
- Chronic Medical Conditions
- Cognitive Disabilities, including LD, ADD, ADHD, TBI, etc.
- Deaf and Hard of Hearing
- Physical and Mobility Disabilities
- Psychological and Psychiatric Conditions

The aforementioned guidelines are provided so that the disability service office can respond appropriately to the individual needs of the student and determine eligibility for services based on the quality of the submitted documentation. Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the guidelines will be required to send an updated evaluation before being considered for services and accommodations.