

Documentation Guidelines

The College has established documentation guidelines in order to more effectively determine eligibility for services and to create an optimal plan for the individual. The guidelines below should be provided to the doctor, psychologist, or another appropriate professional to ensure the documentation will be as complete as possible. It is the student's responsibility to provide documentation to Accessibility Services and to request accommodations. All documentation will be reviewed case-by-case and no student should delay requesting accommodations out of concern for not having the appropriate paperwork. Appropriate documentation is defined as that which meets the following criteria. You and your medical professional may also choose to complete the Impairment and Disability Assessment form. This form can be completed by a relevant professional in order to document a disability. This form examines areas that are necessary in order for the Office of Student Disability Services/ADA to serve you.

Health Condition, Mobility, Hearing, Speech, or Visual Impairment

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist (as appropriate), including:

- Clearly stated diagnosis
- Defined levels of functioning and any limitations
- Current treatment and medication
- Current letter/report (within 1 year), dated and signed
- Specific recommendations for accommodations and the rationale for each accommodation within the context of the College environment

Psychological Disorder

A letter or report from a mental health professional (psychologist, neuropsychologist, licensed professional counselor), including:

- Clearly stated diagnosis
- Defined levels of functioning and any limitations
- Supporting documentation (i.e. test data, history, observation, etc.)
- Current treatment and medication
- Current letter/report (within 1 year), dated and signed
- Specific recommendations for accommodations and the rationale for each accommodation within the context of the College environment

Traumatic Brain Injury (TBI)

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or another specialist as appropriate), including:

- Assessment of cognitive abilities, including processing speed and memory
- Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
- Defined levels of functioning and any limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
- Current treatment and medication
- Current letter/report (post-rehabilitation and within 1 year), dated and signed
- Specific recommendations for accommodations and the rationale for each accommodation within the context of the College environment

Learning Disabilities

A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician, including:

- A clear statement of presenting problem; diagnostic interview
- An educational history of documenting the impact of the learning disability
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusions
- Clearly stated diagnosis of a learning disability based upon DSM-IV criteria
- Defined levels of functioning and any limitations, supported by evaluation criteria data
- Current report (within 3 years of enrollment date), dated and signed
- Specific recommendations for accommodations and the rationale for each accommodation within the context of the College environment

Attention Deficit Hyperactivity Disorder (ADHD)

A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:

- A clear statement of presenting problem; diagnostic interview
- Evidence of early and current impairment in at least two different environments (comprehensive history)
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusions, including at least WAIS-R, Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language, and Behavioral Assessment Instruments for ADHD on adults.
- Clearly stated diagnoses of ADHD based upon DSM-IV criteria
- Defined levels of functioning and any limitations, supported by evaluation data
- Current report (within 3 years of enrollment date), dated and signed
- Specific recommendations for accommodations and the rationale for each accommodation within the context of the College environment

***Note:**

High School IEP, 504 Plan, and/or a letter from a physician or other professional may not be sufficient to document a disability.

Medication cannot be used to imply a diagnosis.