

## STUDENT DISABILITY SERVICES - DOCUMENTATION

**Documentation requirements for disabilities will be determined on a case-by-case basis.**

Any recommendation by an appropriate licensed professional for specific accommodations may include accommodations for the classroom setting, and if the program requirements include experiential education in a clinical setting, recommended accommodations for the clinical setting as well.

- The professional rendering the diagnosis must be qualified to do so.
- All documentation must be signed and submitted on official letterhead and include date, name, title, and credentials of the licensed professional.

### Review of Documentation

The Registrar/Student Services Office determines eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted.

### Guidelines for Documentation

The following guidelines are provided in the interest of assuring that documentation will adequately verify eligibility and support requests for accommodations, academic adjustments, and/or auxiliary aids and services.

### Learning Disability Documentation

**Documentation that may be helpful to substantiate a Learning Disability (LD) includes the following:**

1. Diagnostic Interview, with relevant history performed by a licensed psychologist, learning specialist or clinical psychologist.
2. Testing must be performed within the past year.
3. Assessment
  - Cognitive ability/aptitude
  - Academic achievement (reading, oral and written language, math)
  - Information processing

4. Specific Diagnosis must be included
5. Actual test scores from standardized instruments may be provided
6. Rationale for each recommended accommodation may be included.
7. Interpretive summary should be provided and may include:
  - Indicate that evaluator ruled out alternative explanations.
  - Indicate how patterns in test results are used to determine the presence of a LD.
  - Indicate how the LD limits learning and/or affects test performance.
  - Offer rationale as to:
    - Why specific accommodations are needed
    - How the effects of the specific disability are mediated by the accommodations

### **Psychological Disability Documentation**

#### **Documentation that may be helpful to substantiate a Psychological Disability includes the following:**

1. Documentation may include a medical or clinical diagnosis of a psychological disability based on the most recent DSM criteria and a rationale for the diagnosis.
  - The evaluation must be performed by an appropriate professional: a psychiatrist, or a clinical psychologist. The evaluator's name, title and professional credentials and affiliation should be provided.
  - Documentation may reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit updated information and/or documentation.
  - Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups).
  - Recommendations for academic accommodations based upon specific features/symptoms of the disability (as stated above).

## **ADD/ADHD Disability Documentation**

### **Documentation that may be helpful to substantiate ADD/ADHD includes the following:**

1. Documentation may include a medical or clinical diagnosis of ADD/ADHD based on the most recent DSM criteria.

- The evaluation must be performed by an appropriate professional, a medical doctor or a clinical psychologist, who is knowledgeable regarding ADD/ADHD.
- Quantitative and qualitative information that supports the diagnosis;
- Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);
- Information regarding the specific academic functions affected by the disability and the severity of the limitations (e.g., ability to sustain attention, distraction index);
- Recommendations for academic accommodations based on specific features/symptoms of the disability;
- Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit updated information and/or documentation.

Once appropriate documentation has been received, the Registrar/Student Services Office will facilitate an interactive process to determine appropriate accommodations for the classroom and clinical settings (if applicable).

In providing an academic adjustment, the University does not have to eliminate or lower essential requirements, make modifications that would result in a fundamental alteration of programs or activities or impose an undue burden on the institution.