

## GUIDELINES FOR DOCUMENTATION

1. All documentation must appear on letterhead and be typed, signed and dated, clearly stating the assessor's name, title, and professional credentials.
2. Documentation must be current. For most students, documentation should be no older than three years. If a student is 21 years or old or older and has thorough and relevant documentation reflective of an adult level of performance, it may be acceptable to extend the length of time the documentation will be considered valid. Disabilities that are subject to change may require more frequent evaluations as needed to verify current symptoms, functional level, and prognosis for accommodation changes.
3. Assessment procedures and instruments must be listed. Assessment procedures, evaluation instruments and a summary of the results used to make the diagnosis must be included.
4. Generally, an Individualized Education Plan (IEP) or a 504 Plan from a secondary school by itself does not provide adequate information for the provision of academic accommodations at the post-secondary level. However, if the IEP includes the items mentioned under the learning disability (listed below), it may be acceptable.
5. Learning disability documentation needs to include assessment of aptitude, academic achievement, information processing abilities, diagnosis, clinical summary and recommendations.
6. Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity disorder (ADHD) should be diagnosed with a comprehensive assessment that begins with the above mentioned criteria for learning disability. In addition, the evaluation may include tests that address attention, concentration, and impulse control. Education and behavioral history, developmental information, clinical observation, and medication trial will generally play an important role in the diagnosis. In situations where the assessment departs from this diagnostic model, the Coordinator of Disability Services reserves the right to evaluate the data on a case by case basis.
7. Psychiatric/Psychological disability documentation needs to clearly state a DSM-IV diagnosis on Axis I or II and must verify interference with a major life activity. The current symptoms and prognosis need to be identified with a summary of the functional implications of the diagnosis and impact of medication and/or treatment on educational functioning.
8. Physical disability documentation needs to clearly state the diagnosis and verify interference with a major life activity, affecting ability to participate in the education process. The symptoms, functional implications, and impact of medication and/or treatment on educational functioning should be included.
9. Diagnosticians should include suggestions for accommodations. It is extremely helpful when diagnosticians provide suggestions for reasonable accommodations appropriate at the post-secondary level of education. Such recommendations should be supported by the assessment results and by the diagnosis. Recommendations will be evaluated by the Coordinator of Disability Services on a case by case basis. Accommodations must be reasonable and cannot fundamentally alter the basic nature or essential curricular components of an institution's courses or programs.