

GUIDELINES FOR DOCUMENTATION

The Office of Accessibility & Accommodations requires all students applying for services to provide documentation that can either verify a diagnosis and/or enhance the information provided. It is in the best interest of the student to provide the Office of Accessibility & Accommodations with documentation updates as they become available.

Documentation should be reasonably current. Generally, a reasonable timeframe is not more than three years, however this may vary depending on the documentation presented. The Office of Accessibility & Accommodations reserves the right to set the documentation recency requirement based on the nature of the student's disorder and requested academic adjustments.

The Office of Accessibility & Accommodations recognizes that barriers exist and can create hardships for students with regard to having and presenting documentation. Students are encouraged to meet with the Coordinator of Accessibility without documentation in hand at the time of the first conversation. Determinations on individual documentation requires will be made and discussed with the student during the initial meeting with the student.

For all disabilities, documentation should include the following information:

- Student's full name and date of birth
- Name, title, license/certification information, address, and phone number of the certified professional completing the paperwork
- Date of document, including the date of evaluations and assessments
- First and latest dates of contact with the student
- Diagnosis(es) and date(s) diagnosis(es) were received
- Written statement from the established and ongoing treatment provider regarding the disability. Statement should discuss if the provider believes the diagnosis(es) rise to the level of a disability and the impact the disability has on major life activities
- Expected duration of disability
- Recommended academic accommodations based on functional limitations, including rationale into why the recommendation is being made.

A qualified professional must conduct the evaluation.

Documentation presented should come from a licensed/certified medical or mental health professional with whom the student has an established and ongoing relationship with. The

professional should have experience and training regarding the diagnosis of like/similar conditions in adolescents and adults.

The following professionals are generally considered qualified: clinical psychologists, psychiatrists, psychiatric nurse practitioners, licensed clinical social workers, and licensed professional counselors.

Documentation must be current.

Documentation needs to describe the current impact of the student's impairment(s) in the educational setting. Documentation should be based on an evaluation performed within a reasonable timeframe. Generally, a reasonable timeframe is not more than three years, however this may vary depending on the documentation presented.

The Office of Accessibility & Accommodations reserves the right to set the documentation recency requirement based on the nature of the student's disorder and requested academic adjustments.

Documentation must be comprehensive.

Documentation should include both a description of and evidence of an impairment. A specific diagnosis should be identified. A clinical summary should describe the current severity and expected duration. Documentation should also include a description of the student's functional limitations in the educational environment.

Documentation should relate recommended academic adjustments directly related to the student's current functional limitations and rationale for why each academic adjustment should be given.

Incomplete documentation could delay approval of eligibility for services.