

Policy Regarding Documentation of a Disability

Students who are planning to request accommodations for a disability must submit appropriate documentation verifying eligibility for accommodations according to Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act. This documentation **MUST** include a clear diagnosis, as well as the extent, duration, and current functional impact of the disability. The diagnosis and recommended accommodations must be clearly linked to the test data. A licensed professional who has an accurate understanding of the college environment must perform this evaluation. The diagnostician must be an impartial individual who is not a family member nor in a dual relationship with the student.

The documentation must be detailed, comprehensive, recent, and include the following:

- **Narrative report**
- **Clearly stated diagnosis (DSM IV if appropriate)**
- **Date of onset**
- **History of problem and past treatment(s)**
- **Level of severity**
- **Current mitigating factors (medication, stress, etc.)**
- **Evidence of current, significant, functional impact**
- **Recommendations for college-appropriate accommodations**

It is important to note that the documentation must be thorough enough to support the specific accommodation requested. If an individual requests accommodations for symptoms **not reported** in the documentation, further information will be required. The documentation of a chronic and progressive condition must include the degree and range of functioning. Prior accommodations may not be deemed reasonable in the college environment nor does the diagnosis of a disability imply the need for accommodations.

Degree of impairment and current functioning are critical factors in this determination.

Documentation of a Learning Disability

Students who request accommodations for a learning disability are required to submit documentation verifying eligibility for accommodations under Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act. This documentation **must** include a **comprehensive psycho-educational evaluation** conducted by a licensed professional. The diagnostician must be an impartial individual who is not a family member nor in a dual relationship with the student. This evaluation should be recent, reflect current significant impairment, and include a **clearly stated diagnosis**. It must include a full narrative report and evidence of statistically significant intra-individual discrepancies. The diagnosis and recommended accommodations must be clearly linked to the test data. In the case of previously diagnosed students, the evaluation should be administered within **three years of the date of enrollment and/or normed for adults**. The evaluation must include at least one measure from each of the following categories:

1. A measure of **Intellectual, Aptitude, or Cognitive Functioning**
Examples of such measures include:
 - Wechsler Adult Intelligence Scale-Revised (WAIS III)
 - Woodcock-Johnson Psycho-Educational Battery

2. A measure of **Achievement** in reading comprehension, written language, and/or mathematics, which demonstrates a significant impairment.
Examples of such measures include:
 - Woodcock-Johnson Psycho-Educational Battery-R: Tests of Achievement
 - Test of Written Language-3 (TOWL)
 - Nelson-Denny Reading Test
 - Woodcock Reading Mastery Tests-R
 - Stanford Diagnostic Mathematics Test 3rd Edition

3. A measure of **Information Processing** in one or more of the following areas which demonstrates a significant impairment:
- visual and/or auditory processing
 - memory
 - processing speed
 - attention and concentration
 - perceptual motor skills
 - other cognitive measures which are related to the disability