

## WHAT DOCUMENTATION DO I NEED?

In most cases, in order to be determined eligible for accommodations through the Office of Disability Services, an enrolled student (curriculum or continuing education) with a disability/chronic medical condition should present documentation that contains information describing the student's current level of functioning within and outside the academic setting.

This documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made and who is not related to the student. The report must be presented on practice letterhead and signed by the examiner.

Information for the Examiner:

Although this is not intended to be a template, we request that the information set out in this section be included in the report. Additional information for individuals with specific types of disabilities is located in the next section of the guide.

- **History** of personal, social, medical and education activities as it pertains to the causes of the evaluation.
- Diagnostic **statement identifying the disability** (ICD-DSM classification)
- Description of the diagnostic **methodology used**, including all data from appropriate instruments of evaluation. Information based on "screening" instruments is not acceptable.
- Description of **current substantial limitations** as they relate to meeting the various demands of College life. The report should contain a discussion and evidence of impact as it relates to the actual achievement (or lack thereof) in the current time period and the past year (indicate any accommodations and/or services provided). Information should also be included regarding the past two to three years explaining how and why the student's academic performance has, or has not, been affected by the disability.
- Expected **progression or stability** of the medical condition/disability.
- **Medication** – mitigation of impact and/or (expected) side effects.
- **Co-morbid** conditions – if multiple diagnoses are provided, please indicate the primary and secondary conditions and how each affects learning.
- Explanation of **differential or exclusionary diagnosis**
- **Recommendations** – suggestions for reasonable accommodations should be directly linked to the impact of the disability and associated issues (ex: medication) and not simply to the diagnosis.