Disability Documentation Guidelines
2021-2022

I. Documentation Must Be Provided by a Qualified Professional
Professionals conducting assessments, rendering diagnoses, and recommending accommodations must be qualified to do so. The name, title, and credentials of the evaluator, including license or certification information, shall be included. All reports should be on letterhead, typed in English, dated, signed, and legible. Documentation by family members with or without licensure/certification will not be accepted.

II. Documentation Must Be Current
Disabilities that qualify for accommodations are typically viewed as having a lifelong impact. However, severity and manifestations of the disability or condition may change over time, so the documentation should reflect the current impact of the disability on academic performance. While each situation is handled on a case-by-case basis, please note the following guidelines:
- Chronic health, physical and mental health disabilities evaluation completed within six months
- Learning disabilities evaluation completed within five years using adult-normed instrument
- Attention disorders evaluation completed within three years using adult-normed instrument

III. Documentation Must Be Comprehensive and Include the Following:
a. A specific diagnosis or diagnoses based on the DSM-5 or ICD-10-CM diagnostic criteria
   o A diagnosis alone will not necessarily warrant accommodations under the ADA.
   o Multiple diagnoses may require additional accommodations, and documentation shall meet the individual guidelines for each diagnosis. If a student has two diagnoses, comprehensive documentation for both diagnoses is required.
b. History, duration and severity of presenting symptoms
c. A description of the current functional limitations in the academic environment
d. Any medication, anticipated impact/side-effects, if taken during the evaluation, etc.
e. Current treatment information and prognosis
f. Recommended accommodations with a detailed rationale for each related to the limitation/barrier
g. A diagnostic interview and relevant testing (a psychoeducational or neuropsychological evaluation) including all subtest scores for learning disabilities and/or attention disorders

Supporting Information (insufficient alone)
- IEP and/or 504 Plan verifying previous accommodations
- Letters verifying prior accommodations (i.e. high school, college, etc.)
- Approval forms for national standardized exams (i.e. ACT, SAT, GRE, LSAT, GMAT etc.)