

Documentation Guidelines

All Disabilities

Students should have their medical/clinical provider fill out the “[Medical Provider Documentation](#)” from found on the Office of Accessibility Services’ website page. A typed written report or psychological/educational evaluations from the appropriate medical/therapeutic professional may accompany the **Medical Provider Documentation** form if necessary. The **Medical Provider Documentation** form and any supplementary evaluations should include:

Background History:

- History of the disability/current condition

Presenting Concerns:

- Be sufficiently comprehensive to establish clear evidence of a substantial impact on one or more major life activities.
- Be sufficient to establish a direct link between the underlying impairment and the requested accommodations.
- Information regarding expected progression or stability
- Information regarding functional living skills (i.e. orientation and mobility and activities of daily living (ADL’s))
- Implications of existing co-morbid conditions

Treatment/Medications

- Notation of any medical equipment/auxiliary aids required
- Notation of medications, if any, and potential impact on learning and/or side effects
- Additional observations and/or recommendations for appropriate accommodations

Evaluator Qualifications and Recommendations

- Be issued by a medical or other qualified, licensed professional, unrelated by birth or marriage to the student, printed on letterhead, dated, signed, and including the professional’s licensing information. Please include name and title, license number with state (if applicable), address, phone number, fax number, e-mail address and signature.
- Include recommendations discussing academic accommodations, auxiliary aids and/or services based on the impact of the condition(s) in a college course of study.

Learning Disabilities (ADD/ADHD, dyslexia, dyscalculia, etc)

- A neuropsychological or psychoeducational evaluation that includes aptitude and achievement (preferably one with measures normed for an adult) in order to determine current functional impact and to support accommodations requests
- Rating scales and objective measure of attention (for ADD)
- Reports/information discussing academic achievement including reading, writing, math, oral language and discussion of strengths and impact of condition(s) in the postsecondary environment
- Reports/ information relating to processing/cognitive abilities including speed of processing, cognitive efficiency, visual-auditory processing, perceptual-motor processing, etc. and discussion of strengths and impact of condition(s) in the postsecondary environment
- Reports/information discussing executive functioning including memory, concentration, attention and discussion of strengths and impact of condition(s) in the postsecondary environment
- Information regarding language abilities including expressive-receptive language, speech, and discussion of strengths and impact of condition(s) in the postsecondary environment

Autism

- A neuropsychological or psychoeducational evaluation that includes aptitude and achievement (preferably one with measures normed for an adult) in order to determine current functional impact and to support accommodations requests

Psychological Condition

- Report/information noting the impact of the condition(s) in a postsecondary program
- Implications of existing co-morbid conditions and the implications for learning in college courses

Blindness or Visual Conditions

- An ocular assessment or evaluation from a medical doctor.
- A low-vision evaluation of residual visual function, when appropriate.

- Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

Deafness and Hearing Conditions

- Information stating the type, degree and configuration of hearing loss, including frequency and intensity
- Documentation of any audio technologies currently used (e.g., hearing aids, cochlear implant, assistive listening devices, sign language interpreters, real-time captioning)

Medical/Chronic Conditions

Please use our Medical Provider Documentation Form (see link on Page 1)

TBI

- Documentation related to the type of acquired/traumatic head injury
- Explanation of intellectual and cognitive functions including discussion of strengths and impact of condition(s) in a college course of study
- Explanation regarding of current speech, language and communication functions
- Explanation regarding executive functioning including memory, concentration, attention and discussion
- Explanation of current motor/sensory functions
- Information on academic achievement including reading, writing, math, oral language and discussion of strengths and impact of condition(s) in the postsecondary environment

Short Term Disabilities/Conditions

- Documentation indicating the type of condition, severity, limitations, prognosis, and estimated duration of the condition.
- **Please use the Medical Provider Documentation Form (see link on Page 1)**

