Disability Documentation Guidelines

Disability Documentation should include the following:

1) A diagnostic statement identifying the condition (diagnostic code), date of the current evaluation and the date of the original diagnosis:
   DSM-V or ICD Diagnosis (test and code), given based on a formal assessment of a disabling condition provided by a licensed professional (e.g. medical professional, psychiatrist, licensed psychologist, licensed social worker).

2) A description of the current functional impact of the disability:
   Include history of the disability, the expected progression or stability of the disability over time, and how the disability may impact a student’s academic performance.

3) Treatments, medications, assistive devices/services currently prescribed or in use:
   Include an estimated effectiveness in improving the impact of the disability.

4) The credentials of the diagnosing professional(s):
   Information describing the certification, licensure and/or the professional training of individuals conducting the evaluation should be provided if not evident from the forms and letterhead.

Guidelines for Math Course Substitution Testing

Students requesting math course substitutions must provide a detailed psychoeducational testing report performed by a licensed psychologist. Reports must be on letterhead with signature and must contain the following:

1) Intelligence, achievement, processing, and effort assessments using adult-normed instruments. Provide all test scores. NOTE: Results obtained only from screening instruments (e.g., WRAT-4) are insufficient.

3) Detail any history of math struggles including descriptive information regarding attempts at college math, utilization of accommodations and tutoring.

4) If applicable, include how the disability impacts ability to remember math formulas and perform college level math.

5) DSM V diagnosis, summary and recommendations.