

AMERICANS WITH DISABILITIES ACT DOCUMENTATION GUIDELINES

Students desiring academic support services for disabilities are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act. The following guidelines are provided to insure that reports are sufficient and appropriate to verify eligibility.

GENERAL GUIDELINES

Documentation on file **must**:

1. Must be **current**, within the last 5 years for Learning Disabilities, last 6 months for psychiatric disabilities, or last 3 years for all other disabilities (does not apply to physical or sensory disabilities of a permanent or unchanging nature);
2. **State clearly the diagnosed disability (including a DSMIV code where appropriate);**
3. **Describe the functional limitations resulting from the disability;**
4. **Include complete educational, developmental, and medical history** relevant to the disability for which testing accommodations are being requested;
5. **Include a list of all test instruments** used in the evaluation report and relevant subtest scores used to document the stated disability (does not apply to physical or sensory disabilities of a permanent or unchanging nature);
6. **Describe the specific accommodations requested and detailed explanation of why each accommodation is recommended;**
7. **Include copies of a prescription for medication as appropriate; (Does medication substantially limit college-level academic pursuits? If yes, how substantial is the limitation? Does the individual experience any side effects from the medication in such a way as to negatively affect his or her ability to study and or learn?)**
8. **BE TYPED OR PRINTED ON OFFICIAL LETTERHEAD and be signed** by an evaluator qualified to make the diagnosis (include information about license or certification, background and area of specialization)

PRESCRIPTION PAD NOTES WILL NOT BE ACCEPTED

RECOMMENDED TESTS FOR LEARNING DISABILITIES

Aptitude	Achievement
Weschler Adult Intelligence Scale (WAIS-IV)	Weschler Individual Achievement Test (WIAT)
Woodcock-Johnson WJIII – Cognitive Battery – Standard and Supplemental if needed	Woodcock-Johnson WJIII (Achievement Test) Standard and Supplemental if needed

1. Additional Achievement Tests
 - a. Current levels of functioning in reading, mathematics, and written language are required.
 - b. Specific Diagnostic Mathematics Tests
 - c. Tests of Academic Skills (TASK)
 - d. Tests of Written Language -2 (TOWL-2)
 - e. Woodcock Reading Mastery Tests-Revised
2. Information Processing
 - a. Assessment of long and short term memory, auditory discrimination and perception, visual perception, spatial orientation and relations, fluid reasoning, and processing speed must be included in the testing. Use of subtests from the WAIS III or WJ III is acceptable.

RECOMMENDED TESTS FOR ATTENTION DEFICIT DISORDER

1. Test score, sub-scores and normal measure of intra-individual patterns and intra-individual discrepancies, if any.
2. TOVA
3. Conner's Continuous Performance Test
4. Attention Deficit Scale for Adults (ADSA)

All assessment reports will be kept confidential in the Disability Services in compliance with the Family Educational Rights and Privacy Act (FERPA), and the professional and ethical standards of the Association on Higher Education and Disability (AHEAD).

The Guidelines for Documenting Disabilities is adapted from those required by Educational Testing Services (ETS) and the Association on Higher Education and Disability (AHEAD). Following these guidelines will assure the maximum utility for the Disabilities Services program, enabling the University to best formulate accommodations recommendations for the student.

All documentation is confidential and should be submitted to:

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