

# Documentation Guidelines

## University of Central Oklahoma, Disability Support Services

Revised 7/2020

### General Documentation Criteria:

Medical documentation addressing the functional limitations of one's disability as it relates to the accommodations requested must be submitted for review by a Disability Support Services Provider. DSS reserves the right to deny services or reasonable accommodations while the receipt of appropriate documentation is pending. Documentation must be typed and printed on the practitioner or the agency's letterhead. Handwritten notes on prescription pads or handwritten treatment records will not be accepted.

Documentation should include:

- 1) Licensed number and credentials of evaluator with specific training or expertise related to the condition being diagnosed, who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship to the student being evaluated.
- 2) Clear diagnostic statement that describes how the condition was diagnosed and provides information on the functional impact, and details the typical progression or prognosis of the condition.
- 3) Methodologies used, including diagnostic criteria, evaluation methods, tests and dates of administration. Tests should be current within 5 years and adult norm.
- 4) Current functional limitations as related to the current condition.
- 5) Expected progression/stability over time.
- 6) Current medication prescribed.
- 7) Recommended accommodations, auxiliary aids, adaptive equipment, assistive technology services, compensatory strategies and/or support services.

### Specific Disability Documentation Criteria:

[ADD/ADHD](#)

[Blind/Low Vision](#)

[Deaf/Hard of Hearing](#)

[Learning/Intellectual](#)

[Health or Mobility/Orthopedic](#)

[Autism Spectrum](#)

[Communication Disorders/Aspergers](#)

[Mental Health Illness](#)

[Traumatic Brain Injury](#)

[Temporary Injury and/or Condition](#)

#### ADD/ADHD

A diagnosis by a licensed diagnostician who has been trained in the assessment of ADD/ADHD and is experienced in assessing the needs of the adult learner. Recommended practitioners may include

psychiatrists, licensed clinical or educational psychologists, relevantly trained physicians or other mental health professionals.

- Evaluations should be less than 5 years old and completed using adult testing measures. This means that the assessment, ideally, should not be an assessment for children, but tests designed for adults.
- Identify the axis diagnosis according to the DSM-V criteria.
- Specify nature, severity, and current impact of the diagnosis.
- Summary of functional limitations caused by the disability as they pertain to the academic environment in which the student is requesting accommodations.
- Description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's *Disability Verification Form*.

### Blind/Low Vision:

Documentation for students requesting blind/low vision accommodations should include:

- A specific diagnosis.
- An ocular assessment or evaluation from an ophthalmologist.
- Summary of current residual symptoms and the degree of impact the visual disability has on learning in the post-secondary environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's *Disability Verification Form*.

### Deaf/Hard of Hearing:

Documentation should include a comprehensive audiologist report which should include:

- A specific diagnosis
- Current hearing levels and whether hearing loss is stable or progressive.
- Summary of the functional limitations of the diagnosis.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's *Disability Verification Form*.

### Learning/Intellectual

Individuals with a specific learning disability requires comprehensive psycho-educational testing along with a full diagnostic report that includes subtests, standard test scores and the evaluator's narration and summary.

If you are providing an Individual Educational Program (IEP), we ask that it contains the diagnosis, current functional limitations and current supporting psycho-educational testing results. Please note, an IEP or 504 Plan, while helpful in establishing a record of supported accommodations, may not be enough

in and of themselves to establish the presence of a disability at the post-secondary level. DSS is not bound by an IEP/504 alone. Additional documentation may be requested.

- Evaluations should be less than 5 years old and completed using adult testing measures. This means that the assessment, ideally, should not be an assessment for children, but tests designed for adults.
- A diagnostic statement identifying the specific type(s) of learning disability(ies) that is supported by test data, and includes a description of current functional limitations.
- A diagnosis made by a qualified professional i.e., licensed school psychologist, licensed psychologist, or learning disabilities/educational specialist.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

### Health or Mobility/Orthopedic:

Documentation for students requesting accommodations for health-related condition(s) or physical mobility/orthopedic disabilities should include:

- A clear, specific diagnosis of the disability/illness and degree of severity.
- A description of the disability's current functional impact on learning in the post-secondary academic environment.
- Description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

### Autism Spectrum:

Autism Spectrum Disorders require comprehensive neuropsychological evaluations. Comprehensive diagnostic evaluations should include:

- Comprehensive examination with a detailed discussion of the student's current cognitive functioning as it impacts the academic environment.
- A clear, specific diagnosis of the disability and degree of severity.
- Academic testing – standardized achievement tests including standard scores.
- Current level of social/emotional functioning.
- Impact of symptoms on learning/communicating.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

### Communication Disorders/Aspergers:

Communication Disorders require comprehensive speech-language assessments that reflects the current impairment on academic performance. The diagnostic assessment should include:

- A clear, specific diagnosis of the disability and degree of severity.
- Impact of symptoms on learning/communicating.
- A diagnostic statement that is supported by test data, and includes a description of functional limitations.
- A description of the disorder's current functional impact on learning in the post-secondary academic environment.
- A description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

#### Aspergers:

- Comprehensive examination with a detailed description of the student's current cognitive functioning as it impacts the academic environment.
- A clear, specific diagnosis of the disability and degree of severity.
- Academic testing – standardized achievement tests including standard scores.
- Current level of social/emotional functioning.
- Impact of symptoms on learning/communicating.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable the treating provider may fill out the University's [Disability Verification Form](#).

#### Mental Health Illness:

Documentation for students requesting an accommodation(s) for a mental health illness should include:

- A clear, specific diagnosis made by a qualified professional.
- Identify the axis diagnosis according to the DSM-V criteria.
- Specify nature, severity, and current impact of the diagnosis.
- Summary of functional limitations caused by the disability as they pertain to the academic environment in which the student is requesting accommodations.
- A description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

#### Traumatic Brain Injury

Documentation for students requesting an accommodation(s) for a traumatic brain injury should include:

- A clear, specific diagnosis of the disability and degree of severity.
- A description of the disability's current functional impact on learning in the post-secondary academic environment.

- Description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration of the disability.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Disability Verification Form](#).

### Temporary Injury and/or Condition

Documentation for students requesting temporary accommodation(s) should include:

- Description of impact to major life activities relevant to the post-secondary academic environment.
- A description of the condition, manner, and duration.
- If an evaluation/assessment is unavailable, the treating provider may fill out the University's [Temporary Injury and/or Condition Verification Form](#).