



# SOUTHWESTERN ADVENTIST UNIVERSITY

## **Physical Disability Documentation Guidelines**

In order to receive services and accommodations at Southwestern Adventist University, you must provide a current copy of verification of your disability to the Director of Students with Disabilities. You can not receive accommodations until you provide appropriate documentation to the Director of Students with Disabilities.

What follows are the guidelines that specify the procedures to be followed and the information that must be contained in all documentation of a student's disability. Specific format is left to the professional; however, all reports must include information about the student's presenting concerns, history (developmental, family, medical, psychological, employment), educational assessment, psychological functioning and a summary/recommendation.

The following documentation guidelines are provided to help the evaluating professional document findings in a manner that meets requirements of the American's with Disabilities Act and supports the request for accommodations, including academic adjustments and/or auxiliary aids.

### **I.A Qualified Professional Must Conduct the Evaluation**

Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose physical disabilities or who may serve as members of a diagnostic team. These individuals or team members may include physicians, surgeons, dentists, optometrists, audiologists, physical therapists, occupational therapists, neuropsychologists, and other relevantly trained healthcare professionals qualified to make such diagnoses.

Documentation may be provided from more than one source when a clinical team approach employing a variety of professionals has been used. The name, title, and credentials of the qualified professional writing the report should be included. Please include license or certification, as well as the area of specialization, employment, and state in which the individual practices, should be included. All reports should be on letterhead, typed, dated, signed, and otherwise legible.

### **II. Documentation Must Be Current**

Since reasonable accommodations are based upon the current impact of the disability, the documentation must address the individual's current level of functioning and the need for accommodations. If the diagnostic report is more than six months old, the student must also

submit a letter from a qualified professional that provides an update of the diagnoses, a description of the student's current level of functioning during the preceding six months, and a rationale for each of the requested accommodations.

### **III. Documentation Necessary to Support the Diagnosis Must Be Comprehensive**

Documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. In addition to a history of presenting symptoms, date of onset, duration and severity of the disorder, and relevant developmental and historical data, the diagnostic report should include the following components:

1. A specific diagnosis
2. A description of current functional limitations in the academic and employment environments, as well as across other settings.
3. Relevant information regarding any medications that may impact academic performance.
4. Relevant information regarding current treatment for this or any other conditions, and the degree of impact on test taking.
5. Evidence that alternative etiologies or explanations have been considered in a differential diagnosis and ruled in or out as appropriate.

### **IV. Multiple Diagnoses**

Multiple diagnoses may require a variety of accommodations beyond those typically associated with only a single diagnosis, and therefore the documentation must adhere to SWD policy

### **V. Confidentiality**

The SWD will maintain confidentiality of the evaluation and will not release any part of the documentation without the student's informed consent or under compulsion of legal process.

Guidelines condensed from the *Policy Statement for Documentation of Physical Disabilities and Chronic Health Conditions in Adolescents and Adults* from Educational Testing Services web site. For a detailed copy of these guidelines see [www.ets.org](http://www.ets.org).