Documentation Guidelines

Documentation submitted to Disability Services should include the following elements. **If your documentation doesn’t meet all of these guidelines, we encourage you to submit what you have.**

1. **The credentials of the evaluating professional(s).** Documentation should be typed and submitted on official letterhead by a professional who is licensed or certified in the area for which the diagnosis is made. Name, title, specialty, and license or certification credentials must be stated in the documentation.

2. **Current documentation.** Documentation for physical, sensory, and psychiatric conditions should be completed within the last year; learning disabilities and ADD/ADHD should be completed within the last 3 years.

3. **A clear diagnostic statement identifying the disability or disabilities.** Please include the most recent evaluation date, the original diagnosis date, if applicable, and any co-morbid conditions.

4. **A description of the diagnostic tests, methods, and/or criteria used including specific test results and the examiner’s narrative.** Standardized testing using adult measures should be applied appropriately and all standardized testing scores should be reported. Informal inventories, surveys, and direct observation by a qualified professional in addition to formal tests may further develop a clinical hypothesis.

5. **A description of current functional limitations resulting from the disability.** Please include the impact on the student’s academic performance including severity, frequency, and pervasiveness of the condition.

6. **A description of the expected progression or stability of the disability over time.** If applicable, include information about the cyclical or episodic nature of the disability, along with known environmental triggers.

7. **A thorough educational, developmental and medical history relevant to the disability.** This should also include a description of past accommodations, services, auxiliary aids, and medications, including their effectiveness in ameliorating functional impacts of the disability. For medications, please indicate any significant side effects.

8. **Recommendations for accommodations, adaptive devices, assistive services, treatment, and/or other services related to the student’s specific limitations.** Accommodation recommendations should be based on the student’s specific functional limitations. Please note: Post-secondary institutions are not legally obligated to adopt third-party recommendations but may use this information to determine reasonable accommodations.

For more information about our guiding philosophy in establishing these documentation guidelines, please visit our website at [www.meredith.edu/disability](http://www.meredith.edu/disability) and click on Certification Process.