

Documentation Guidelines

Students requesting support services and/or academic accommodations from Washington & Jefferson College are required to submit supporting disability documentation to the disability services office. Students are encouraged to keep copies of this documentation for their own records. Supporting documentation is required to verify eligibility under the applicable state and federal laws and W&J policies. The student is responsible for obtaining necessary documentation. An Individualized Education Plan (IEP) or a 504 Plan is not sufficient documentation.

Documentation Guidelines:

The documentation must be on official letterhead and clearly state the medical professional or diagnostician's name, title, professional credentials, place of employment, areas of specialization, and contact information. Documentation must be no more than three years old. Students who have never been tested, or are in need of updated documentation, may contact W&J's counseling services office. Please note that on-campus testing is done over several sessions and may take a number of weeks before the evaluation is complete.

The documentation must provide a specific diagnosis with clear evidence to the nature of the impairment/disability, its expected duration, and appropriate accommodations. Vague terminology, such as "learning differences," does not constitute a diagnosis. Professionals that may provide supporting documentation include clinical/school/neuro-psychologists, psychiatrists, physicians, counselors, and learning disability specialists. The diagnostician cannot be a family member. DSM-IV stands for the *Diagnostic and Statistical Manual of Mental Disorders*. Submission of documentation is not the same as a request for services.

Documentation may be emailed, faxed, or mailed:

Email: dss@washjeff.edu

Fax: 724-223-2657

Address: Disability Support Services, Washington and Jefferson College, 60 S. Lincoln St., Washington, PA 15301

Attention Deficit/Hyperactivity Disorder (ADD/ADHD) Documentation

Professionals rendering a diagnosis of ADD/ADHD must have comprehensive training and direct experience working with adolescents and adults with these conditions. The College will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Specific diagnosis of ADD/ADHD based on DSM-IV criteria.
- Examples of how the ADD/ADHD substantially limits major life functions.
- Summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles.
- All relevant medical, medication history, psychological, behavioral, and academic information. How current medication impacts the student's academic/personal functioning should be included.
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment.

Learning Disabilities Documentation

The diagnostician should have comprehensive training and direct work experience in the assessment and treatment of learning disabilities. Assessments must include a measure of both aptitude and academic achievement. Documentation must include test dates and all test results. The College will make the final determination of reasonable accommodations. Acceptable tests include, but are not limited to, the current editions of the following:

- Aptitude Testing (IQ and Information Processing Testing): Wechsler Adult Intelligence Scale (WAIS); Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability (WJ-R); Stanford-Binet Intelligence Scale
- Academic Achievement Testing: Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Achievement (WJ-R); Stanford Test of Academic Skills; Wechsler Individual Achievement Test (WIAT)

The diagnostic report must include the following:

- Specific diagnosis of a learning disability based on DSM-IV criteria.
- Examples of how the learning disability substantially limits major life functions.
- Summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles.
- All relevant medical, medication history, psychological, behavioral, and academic information. How current medication impacts the student's academic/personal functioning should be included.
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment.

Physical Disabilities Documentation

Documentation must be submitted by a physician. The College will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Clear statement of the medical diagnosis, time of onset, and expected duration.
- Summary of present symptoms.
- Examples of how the condition substantially limits major life functions.
- All relevant medical, medication history, psychological, behavioral, and academic information. How current medication impacts the student's academic/personal functioning should be included.
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment.

Psychological Disabilities Documentation

Documentation must be submitted by a psychiatrist, psychologist, counselor, or social worker. The College will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Specific diagnosis of a psychological/mental disorder based on DSM-IV criteria.
- Summary of present symptoms.
- Examples of how the condition substantially limits major life functions.
- Summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles.
- All relevant medical, medication history, psychological, behavioral, and academic information. How current medication impacts the student's academic/personal functioning should be included.
- Summary of current treatment plan.
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment.

Traumatic Brain or Head Injury Documentation

Documentation must be submitted by a physician, neurologist, psychologist, or psychiatrist. The College will make the final determination of reasonable accommodations. The diagnostic report must include the following:

- Clear statement of the traumatic brain or head injury diagnosis, date of accident, expected duration of disability, and present symptoms.
- Examples of how the injury substantially limits major life functions.
- Summary of assessment procedures and evaluation instruments used to make the diagnosis.
- Summary of evaluation results; quantitative information must be in standardized scores or percentiles.
- All relevant medical, medication history, psychological, behavioral, and academic information. How current medication impacts the student's academic/personal functioning should be included.
- Summary of current treatment plan.
- Specific recommendations for reasonable accommodations. Recommendations must be based on significant functional limitations and supported by the diagnostic assessment.