

Physical and/or Systemic Disorders

Overall Documentation Requirements

Documentation submitted to the Office of Student Disability Services (SDS) should provide sufficient information to support an individualized review of the student's request for accommodations. Documentation should be prepared by a qualified licensed or otherwise appropriately credentialed professional with expertise in the diagnosed condition.

Qualified Professional

Documentation should:

- Be current, dated within 3 years.
- Be completed by a professional qualified to diagnose and treat the condition within their scope of practice.
- Include the evaluator's name, professional title, credentials, licensure (when applicable), signature, and date of evaluation.
- Evaluations and diagnoses need to be completed by an impartial provider(s). Evaluations and diagnoses from family members, even when the family member is a qualified professional, will not be accepted for professional and ethical reasons.

Current Documentation

Documentation should reflect the student's current level of functioning when the condition or its functional impact may change over time. While recent documentation is generally preferred, documentation will not be rejected solely because of its age. The relevance, completeness, and current applicability of the information will be considered during the individualized review process. Additional information may be requested if the documentation does not adequately describe the student's current functional limitations or support the requested accommodations.

Comprehensive Documentation

Documentation should include, when applicable:

- A current diagnosis based on accepted clinical standards.
- A relevant history of the condition, including onset and duration, when appropriate.

- A description of the current functional limitations resulting from disability, particularly those affecting one or more major life activities and the educational environment.
- Information regarding current treatment, medications, assistive technology, or other supports, if applicable.
- A description of any assessments, evaluations, or clinical methods used to support the diagnosis.
- Recommendations for accommodations, when provided, that clearly explain the relationship between the student's disability-related functional limitations and the requested accommodations.

Functional Limitations and Accommodation Requests

Documentation should clearly describe how the disability substantially limits the student's functioning in the academic, clinical, residential, or university environment, as applicable. Recommendations should be directly related to the documented functional limitations. A diagnosis alone does not automatically qualify a student for accommodations, and a history of previously approved accommodations does not, by itself, establish eligibility for accommodations in higher education.

Necessary Components

A comprehensive evaluation should include the following, as applicable:

- **A clear diagnosis** of the physical, mobility, or systemic disability based on accepted clinical standards.
- **A description of the current condition**, including:
 - Present symptoms
 - Severity and stability of the condition
 - Expected progression or prognosis, when applicable
- **A summary of the assessment procedures, clinical evaluations, and diagnostic methods** used to establish the diagnosis, including standardized assessment results or objective findings, when applicable.
- **A detailed description of the student's current functional limitations**, including the impact of the disability on one or more major life activities, such as:
 - Mobility

- Walking or standing
- Lifting or carrying
- Dexterity or fine motor skills
- Endurance or stamina
- Breathing or other bodily functions
- Learning or other academic activities, when applicable
- **A description of the disability's impact within the postsecondary environment**, including academic, clinical, laboratory, residential, or other university settings, as applicable.
- **Relevant medical information**, including:
 - Current treatment plan
 - Medications
 - Medical equipment or assistive technology
 - Any medication side effects or treatment-related limitations that may affect academic performance or participation in university programs and activities
- **Recommendations for accommodations**, when provided, that clearly explain the relationship between the documented functional limitations and the requested accommodations.

Discussion of Evaluation Results

Evaluation results should summarize the student's current level of functioning and clearly explain how the disability-related functional limitations affect participation in the university environment.

Documentation should include:

- Clinical findings or objective medical evidence supporting the diagnosis.
- A description of the student's current functional abilities and limitations.
- An explanation of how the documented limitations support the requested accommodations.
- Any additional information relevant to determining reasonable accommodations in the postsecondary environment.