

Behavioral Health

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 psychological or psychiatric disability based on current accepted clinical standards, including:
 - The specific diagnosis and classification, when applicable
 - A description of current symptoms related to the diagnosis
 - The duration, severity, and course of the condition, when appropriate
 - Relevant developmental, medical, psychological, and family history, when applicable
- **A summary of the assessment procedures, clinical evaluations, and diagnostic methods** used to establish the diagnosis, including:
 - Clinical interviews
 - Psychological assessments or rating scales

- Other evaluation procedures used to support the diagnosis
- Standardized assessment results or scores, when applicable
- **A detailed description of the student's current functional limitations**, including the impact of the disability on:
 - Academic functioning and learning
 - Concentration, attention, memory, or executive functioning
 - Emotional regulation, stress management, or interpersonal functioning
 - Participation in classroom, clinical, residential, or other university environments
 - Other major life activities affected by the disability
- **Relevant medical and treatment information**, including:
 - Current treatment plan
 - Counseling, therapy, behavioral interventions, or other supports
 - Current medications, dosage, and frequency, when applicable
 - Medication side effects or treatment-related factors that may affect functioning in the postsecondary environment
- **A description of the relationship between the disability and requested accommodations**, including:
 - Specific accommodations requested, when appropriate
 - A rationale explaining how each accommodation addresses the documented functional limitations
 - A clear connection between the student's disability-related needs and the academic environment
- **Recommendations for accommodations**, when provided, that are based on the student's current functional limitations and supported by the evaluation findings.

Discussion of Evaluation Results

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

Documentation should include:

- Clinical findings and objective evidence supporting the diagnosis.
- A description of current symptoms and functional impact.
- An explanation of how the disability affects academic performance, access, participation, or other university activities.
- A rationale connecting the documented functional limitations to the requested accommodations.