



Disability Resources

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Guidelines for Documentation of a Medical/Psychological Disability

Disability documentation must be either on CGCC forms or professional letterhead of the diagnosing professional, with the license number and expiration date of the license. Documentation must be typed, dated, and have the original signature of the evaluator. The name, title and professional credentials of the evaluator including information about license or certification, as well as area of specialization, employment, and state in which the individual practices must be included. Professionals conducting the evaluation/assessment must be qualified to do so, and it is essential that they have experience working with adolescent/adult populations. Diagnosis may not be from a relative or professional who has not seen, nor treated the patient/student. Diagnosis must indicate that the disability substantially limits some major life activity without regard to the availability of medicines, assistive devices or other mitigating measures. The effects of mitigating measures will be taken into account in the determination of the appropriate accommodations for each student. The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

- A. **Specific Diagnosis/Diagnoses:** If more than one, include all. The report should clearly state the specific diagnosis of the disability (ies), and the most recent date you saw the student regarding diagnosis.
- B. **Functional Limitations:** Please list any ways in which the diagnosis is known to cause functional limitation(s). Explain the nature and the severity of the functional limitation(s) and support this information with test data, anecdotal and clinical observations. Cognitive impairment (memory) may require testing for specific learning disabilities where appropriate.
- C. **Probable Effects on Ability to Participate:** The evaluator must describe the impact of the diagnosed disability on a specific major life function/activity, *especially as it relates to academic performance and ability to effectively utilize the college program.*
- D. **Accommodation Recommendations:** The diagnostic report should include specific recommendations for reasonable academic accommodations and a detailed explanation as to why each accommodation is necessary and how they relate to the specific functional limitations.
- E. **Medications:** If medications are taken, these should be listed as well as their potential side effects as they relate to the student's ability to participate (i.e. drowsiness caused by medication).
- F. **Currency:** Documentation must be current. The determination of what is current documentation depends on the nature of the disability. However in most cases documentation should be within the last three years. The Disabilities Services Office reserves the right to make appropriate modifications to this time frame.