

## **REQUIREMENTS\* FOR DOCUMENTATION OF DISABILITIES**

In order to verify eligibility for service and to fully evaluate requests for accommodations or auxiliary aids, Seattle University requires documentation from a qualified diagnostician that establishes the nature of the disability, that provides evaluative data supporting the current need for accommodations, and that may list recommended services. If the data provided is insufficient to support an accommodation request, further information may be required. Cost and responsibility for providing the evaluation are borne by the student. Seattle University recognizes that the specific elements and format of evaluations will vary.

In lieu of the documentation requirements outlined below, the Seattle University Counseling and Psychological Services professional staff may submit letters regarding issues with a psychological/emotional basis on behalf of students with whom they have an ongoing counseling relationship. These letters will include observations and recommendations regarding student needs; however, the decision to provide accommodations rests with the Disabilities Services Director.

### ***Documentation must include:***

- 1. A statement identifying the nature of the disability experienced by the student.**
- 2. A description of the type of evaluation methods or procedures used, the results and the date of the evaluation.**

Diagnostic methods used must be congruent with the disability and current professional practices within the field. Type of evaluation may include the administration of specific test instruments, physical examination, clinical interview, etc.

For diagnosis of learning disabilities, tests of IQ, achievement and information processing (may be IQ test sub-scores) must be included: a single test is not acceptable for this diagnosis. Tests must be standardized and individually administered.

- 3. A description of the current functional impact(s) of the disability.**

Include any impacts on physical, perceptual and/or cognitive functioning that might result in a need for accommodation in university level academics and related activities.

The evaluation will be considered current if it can provide accurate information about the student's abilities and needs as related to the presenting request for accommodation. The student's individual development, the typical progression of the disability, and changes in the student's environment are all factors in this determination.

- 4. The credentials of the diagnosing professional(s).**

Provide information indicating the certification, licensure, and/or the professional training and experience of individual(s) conducting the evaluation. A "qualified diagnostician" is one whose credentials demonstrate expertise in the type of disability evaluation provided.

### ***It may also be helpful for the documentation to include:***

1. A description of the history and expected progression or stability of the impact of the disability over time.
2. Treatments, medications, services and/or assistive devices currently prescribed, and their level of effectiveness.
3. Recommendations for accommodations, adaptive devices, assistive services, and support services as specifically related to the functional impacts noted.

\* *Requirements of the Seattle University Law School may differ. Contact the Law School directly for the policies and procedures.*