

MEDICAL DOCUMENTATION GUIDANCE

Pursuant to the Southern University System's Disability Services Policy, a student with a disability or short-term disability registers for disability services by completing the application for accommodations and providing medical documentation as outlined below from a licensed medical professional that can attest to their diagnosis. Medical documentation should contain an official diagnosis of the condition/impairment and a statement about the impact of the diagnosis. All medical documentation must be on an official letterhead of the medical professional's practice, and a signature from the evaluator/medical professional. Medical documentation must be certified by a professional who can address the functional limitations of the condition/impairment.

If a student received 504 or IEP services in pre-K through 12th grade, the student does not automatically qualify for services at the post-secondary (college) level. The student must provide the documentation outlined below. However, 504 and IEP documentation can be provided as an additional supplement to the required information.

Please go to <https://www.sus.edu/page/disability-services> to review the Disability Services Policy and additional resources.

Attention Deficit/Hyperactivity Disorders (ADHD)

- The documentation must be comprehensive and current against the adult norms (within four (4) years prior to the student's request for accommodations).
- Professional conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so, such as a licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional.
- The documentation must identify an unequivocal diagnosis of a specific disability.
- The documentation must discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodations.
- The documentation should recommend accommodations to compensate for the identified functional limitations.
- The documentation should list current medication, dosages, and existing (no possible) side effects.

Sensory Impairments (Vision and Hearing)

- The documentation provided must include a clear statement of the sensory impairment including pertinent symptomatology and any fluctuations in the individual's condition.
- Documentation must contain information pertaining to the individual's current level of functioning. A clear explanation of how the symptoms currently cause

significant limitations for the individual, within the academic environment must be included. Examples of sufficient documentation includes audiological evaluations, audiograms, or ocular assessments.

Learning/Intellectual Disabilities

- The documentation provided must include information that diagnoses a learning/intellectual disability, describes the functional limitations in an educational setting, includes appropriate testing as outlined below and all standardized scores, and indicates the severity and longevity of the learning/intellectual disability for the purpose of determining academic adjustment(s) or other accommodations.
- Documentation should include:
 - Diagnosis (as diagnosed by the DSM-V);
 - Level of Severity: Mild, Moderate, or Severe;
 - Date of Diagnosis;
 - Date of Last Contact with Student; and
 - One of each of the following:
 - Diagnostic Interview (including history)
 - Aptitude Suggested tests, including:
 - Weschler Adult Intelligence Scale
 - Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence
 - Standford-Binet Intelligence Scale
 - Achievement Suggested tests, including:
 - Scholastic Abilities Test for Adults
 - Woodcock=Johnson Psychoeducational Battery: Test of Achievement
 - Wechsler Individual Achievement Test
 - Information Processing (if applicable)
 - Screening instrumental such as the WRAT, or abbreviated testing instruments do not provide enough detailed information and may not be sufficient to determine eligibility and accommodations.
- Documentation should also contain:
 - A summary of the student's educational, medical, and family history that may relate to the learning/intellectual disability (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction);
 - The symptoms which meet the criteria for the DSM-V diagnosis with the approximate date of onset;
 - The student's functional limitations in an educational setting; and
 - Recommendations regarding necessary and appropriate auxiliary aids or services, academic adjustments, or other accommodations to equalize the student's educational opportunities at the System.

Physical and Medical Disabilities

- Students with physical or systemic disabilities and temporary conditions must provide documentation that:
 - Is comprehensive and current, within four (4) years of the student's request for accommodations;
 - Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so (e.g., physician);
 - Identifies an unequivocal diagnosis of a specific disability;
 - Discusses functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodations;
 - Recommends accommodations to compensate for the identified functional limitations; and
 - Lists current medication, dosages, and existing (not possible) side effects.

Psychological/Mental Health Disabilities

- Students with psychological/mental health disabilities and temporary conditions must provide documentation that:
 - Is comprehensive and discusses current problems associated with the diagnosis. The documentation of psychological/mental health disabilities provided to the Disability Services Coordinator must be within four (4) years prior to the student's request for accommodations.
 - Mental Health Professionals conducting assessments, rendering diagnoses of specific psychological/mental health disabilities, and making recommendations for appropriate accommodations must be licensed by the state in which they practice (i.e., psychiatrist, psychologist, social worker, medical doctor, privileged licensed professional counselors).
 - Identifies a diagnosis of a psychological/mental health disorder according to the Diagnostic and Statistical Manual of Mental Disorders.
 - Discusses functional limitations caused by the disability in an academic environment in which the student is requesting accommodations.
 - Recommends accommodations to compensate for the identified functional limitations.
 - Lists current medication, dosages, and existing side effects, if the disability is managed by medication.