



## General Guidance for Disability Documentation

The following general guidelines may be used to assist in determining qualifying documentation. All documentation will be evaluated on a case-by-case basis.

### 1. A Qualified Professional

Documentation should be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. Documentation completed by a family member, even when otherwise qualified, is not appropriate and will not be accepted. The name, title, and professional credentials of the evaluator should be included on letterhead, typed in English, dated, and signed. Information about licensure or certification, including the area of specialization, employment, and the state in which the individual practices, should also be clearly stated.

### 2. A Clear Statement of the Diagnosis

Acceptable documentation includes a clear diagnostic statement that describes what the condition is along with present symptoms that meet the criteria for diagnosis. In most cases, this requires utilizing the current versions of the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or International Classification of Diseases (ICD). Please note that a diagnosis does not automatically warrant approval of requested accommodations.

### 3. Current Functional Limitations

Documentation should reflect current functional limitations experienced due to the diagnosed condition. Information on how the condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition(s). Documentation should address the impact to the student's ability to function in the academic environment (e.g., classroom lectures and discussions, lab activities, or test-taking situations). Although a history of accommodations, services and/or medications, bears some weight, without demonstration of **current** need, it may not by itself warrant the provision of similar accommodations.

### 4. Recommendations for Accommodations

The documentation should contain recommendations for accommodations as appropriate. A request for accommodation should be accompanied with a clear rationale for its necessity. Documentation should establish a clear link between the requested accommodation and the functional limitation it seeks to alleviate. While recommendations from professionals with a history of working with the student provide valuable information, the College has no obligation to adopt recommendations that would fundamentally alter essential requirements.

### 5. Entirety of Information

All information provided during the process will be considered when determining appropriate accommodations. This includes but is not limited to a self-report from the student regarding their limitation and impairments, corroborating documentation from external sources, and impressions and conclusions formed by the ARS Director during intake interviews with students. It is possible the student could be determined "disabled" but not qualify for any specific accommodations because there is no evidence of educational limitations as a result of the diagnosed condition. It will rest upon ARS to make the final determination regarding which accommodation(s) are appropriate to the academic environment of Pomona College.