**General Guidelines for Disability Documentation**

1. **A Qualified Professional Must Conduct the Evaluation.**

Professionals who conduct assessments, render diagnoses, offer clinical judgments, and make recommendations for accommodations must hold appropriate licensure/certification and have relevant training and expertise in the specialty:

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. Documentation of a disability or health condition by a family member, even when otherwise qualified, is not appropriate and will not be accepted.

1. **Documentation Should Provide A Clear Statement of the Diagnosis.**

A description of present symptoms that meet the criteria for diagnosis should be provided. In most cases, this requires utilizing the current version of the International Classification of Diseases (ICD) or the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (DSM). Please note that a diagnosis does not automatically warrant approval of requested accommodations.

1. **Documentation Should Reflect Current Functional Limitations.**

**NOTE:** **This requirement does not apply to sensory disabilities of a permanent or unchanging nature, which generally include hearing loss, blindness, and low vision.**

Since accommodations are based upon the current impact of the disability, ideally the documentation addresses the individual's present level of functioning. DRC attempts to be reasonable when reviewing the totality of information provided.

Documentation should address the frequency, severity, and/or duration of current impairments or restrictions and their impact to the student’s ability to function in the academic environment (e.g., classroom lectures and discussions, lab activities, or test-taking situations).

1. **Documentation Should Provide a Rationale for Each Requested Accommodation.**

A request for accommodation should be accompanied with a clear and convincing rationale for its necessity. Documentation should establish a clear link between each requested accommodation and the functional limitation it seeks to alleviate. 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.

1. **Totality of Information**

The totality of information provided during the process will be considered, including, but not limited to:

* + - * The student's self-report of how they are limited by their impairment, including their experience of disability, barriers, and effective/ineffective accommodations
      * The impressions and conclusions formed by DRC intake counselors during interviews with students
      * Corroborating documentation from external sources that reflect education and accommodations history and third-party observations (e.g., reports and assessments created by health care providers or school psychologists)

Although a history of accommodations bears some weight, without demonstration of current need, it may not by itself warrant the provision of similar accommodations. It will rest upon the DRC to make the final determination regarding which accommodation(s) are appropriate to the academic environment of Cal Poly Pomona.