

McDaniel College Student Accessibility and Support Services Documentation Guidelines and Procedure:

Academic Accommodations

All documentation is kept strictly confidential, as required by law. While documentation may vary based on specific diagnoses, it must include the following information:

1. The credential of the evaluator(s).
 - a. On the provider's official letterhead
 - b. Include provider name, title, and license number (if applicable)
 - c. Dated and hand-signed by the provider
2. A diagnostic statement identifying the disability which includes the student's full name and birthdate.
3. A description of the diagnostic methodology used.
 - a. Your most recent, complete neuropsychological or psychoeducational evaluation (preferred within the last 3-4 years)
OR
 - b. A letter from your licensed provider (physician, therapist, etc.)
4. A description of the current functional limitations.
 - a. Discussion of how the student's current symptoms (ongoing difficulties and behaviors) substantially impact living, learning, and academic achievement in a postsecondary environment. Areas may include:
 - i. Academic achievement - reading, writing, math, oral language
 - ii. Information processing - speed of processing, cognitive efficiency, visual-auditory processing, perceptual-motor processing, etc.
 - iii. Executive functioning - memory, concentration, attention
 - iv. Language abilities - expressive-receptive language, speech, etc.
 - v. Physical- mobility, fine motor, etc.
5. A description of the expected progression or stability of the disability.
6. A description of current and past accommodations, services, and/or medications.
 - a. Background history (if applicable): Information regarding the student's history of accommodations received (i.e., in high school, another University, etc.)
 - b. An IEP or 504 plan can be provided for supplemental information.
 - c. Medications/treatment (if applicable): Information regarding the student's current medication(s) (including dosage/frequency and any known adverse side effects), and/or current treatments (i.e., regular counseling or therapy, medication management appointments, insulin etc.).
7. A statement in the document clarifying what is medically necessary versus medically beneficial.

Note. SASS office encourages psycho-educational documentation to be no older than 3 years
Please Note:

- The IEP or 504 can be provided for supplemental information, but typically do not meet full documentation guidelines.
- Documentation is needed for each diagnosis for which the student is seeking accommodations. For example, if the student sees multiple providers for varying diagnoses,

sufficient documentation is needed from each provider. Accommodations will only be provided for diagnoses that are listed in documentation.

- If documentation does not meet the above requirements, additional documentation may be requested.

*Prospective students should NOT provide documentation, nor will it be reviewed during any prospective student meetings. Documentation should be submitted once the student has made the deposit with the college and completed the registration form with SASS.