

## **General Guidelines for Documentation of Disability**

The University of Missouri is committed to providing reasonable accommodations to students who matriculate. Individuals seeking academic accommodation/adjustments should present documentation of a disability to the Disability Center. It is the student's responsibility to self-disclose a disability and the need for academic accommodations/adjustments, and submit all appropriate and necessary documentation to establish the presence of a disability. The definition of a disability as defined by the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendment Act (ADAAA) of 2008, and the Rehabilitation Act of 1973, Section 504, is defined as a physical or mental condition that substantially limits one or more major life activities. These include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Information that establishes a history of a disability throughout the student's academic career is helpful in establishing the presence of a disability. However, Individual Education Plans, Section 504 plans, or a Summary of Performance Report, while helpful, are not enough in and of themselves to establish the presence of a disability on the postsecondary level.

- 1) Documentation should be submitted on an official letterhead. Documentation should include the following:
  - Credentials of the evaluator(s)
  - Diagnostic statement identifying the disability, as appropriate to the disability
  - Description of the diagnostic methodology used
  - Description of the current functional limitations
  - Description of the expected progression or stability of the disability
  - Description of current and past accommodations, services, and/or medications
  - Recommendations for accommodations and/or services
  
- 2) Diagnostic procedures for a given disability should be based on current standards in the field. Where appropriate, summary and data from specific test results should be provided. Documentation should include:
  - Description of criteria for specific diagnosis
  - Evaluation methods
  - Procedures
  - Tests
  - Dates of administration
  - Observations
  - Specific results
  - Clinical narrative

- 3) A learning disability assessment should include the following; data should be based on age norms and reported as standard scores and percentiles:
  - One measure of aptitude
  - Measures of achievement in reading, math, and written language
  
- 4) Qualifying professionals must have expertise in the area for which they are rendering a diagnosis, including the differential diagnosis of the documented medical, physical, or psychological condition, and follow established practices in the field. Qualified professionals include:
  - Physicians
  - Psychiatrists
  - Psychologists
  - Optometrist/vision specialists
  - Audiologists

A qualified professional should be fully licensed and credentialed and have no personal relationship with the individual being evaluated.

Please include recommendations for academic accommodations. Final determinations on academic accommodations/adjustments will be made by the Disability Center. Reasonable accommodations will be determined based upon documentation and through discussions with the student regarding functional limitations and the services and programs to be accessed.

Prospective students and/or their treating professionals should contact Disability Center if they have any questions pertaining to these guidelines for documentation.