West Coast University has an institutional commitment to provide equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The law requires that schools provide students and applicants with procedures for making a request for accommodations or disability services and those schools follow certain steps in making determinations as to what accommodations and/or disability services might be provided in a given case. Requests for accommodations or disability services must be supported by appropriate documentation that verifies a student’s eligibility for accommodations or disability services. The following guidelines and criteria will help ensure appropriate documentation is submitted.

General Guidelines:

- Documentation from an appropriate professional that clearly states the diagnosed disability (using a DSMIV code when applicable)
- Documentation verifies and reflects the student’s present level of disability/impairment
- Documentation must show how said disability/impairment reflects the student’s needs in a University setting.
- Documentation should be dated no more than 6 months prior to the date of the request for psychiatric disabilities and no more than three years prior to the date of the request for accommodation for all other disabilities
- Costs associated with the gathering of documentation are borne by the student
- Documentation must include a list of all testing instruments used to evaluate and/or verify disability
- Documentation must include, when applicable, relevant test scores used to evaluate, document, and/or verify disability
- Documentation must include, when applicable, copies of test results, copies or prescriptions (prescription pad notes will not be accepted), etc.
- Documentation must be typed or printed on official letterhead of professional submitting the report
- Documentation must be signed and dated by said professional (including their name, title, professional credentials and information about license or certificate)
- West Coast University has discretion to determine what type of professional documentation is necessary, and this may vary depending on the nature and extent of the disability and the accommodation, auxiliary aid and/or services requested
- Documentation must be provided for all requested accommodations and related disabilities
- Typically, the diagnosing professional should be an impartial individual, not related to the student
- Prior or current Individualized Educational Plan’s (IEP’s) or 504 Plans are not considered sufficient documentation

For additional information related to disability documentation guidelines, please visit the Association on higher Education and Disability (AHEAD) at www.ahead.org
Attention Deficit Hyperactivity Disorder (ADHD) Guidelines:

- Documentation must be from a qualified professional who has experience and training in differential diagnosis
  - Preferably from a clinical psychologist, neuropsychologist, psychiatrist or other qualified medical doctor
- Evidence of early impairment
  - By definition, ADHD, manifests in more than one setting in childhood
  - Therefore, academic and historical information must be included and evaluated by the diagnosing professional
- Evidence of current impairment
  - Evidence of current and ongoing impulsive, hyperactivity or inattentive behavior that, over time, significantly impairs functioning
  - A diagnostic interview that reviews prior reports and tests and family history related to ADHD
- Evidence of alternative diagnosis or explanations
  - Evidence that alternative diagnoses or explanations were investigated and ruled out (possible co-existing disorders, conditions that may result in similar behaviors or confound ADHD)
- Diagnostic Battery
  - Neurological or psychoeducational assessments to determine current impact of ADHD on the individual’s ability to function in a university setting
  - Including subtests and standard scores
- Diagnostic and Clinical Report and Summary
  - Comprehensive and interpretive summary that includes the information listed in the ADHD and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services
DOCUMENTATION GUIDELINES AND CRITERIA FOR DISABILITY SERVICES:

Blindness or Visual Impairment:

- Documentation must be from a qualified professional who has experience and training in diagnoses and treatment related to blindness or visual impairment
  o Ophthalmologist
  o Optometrist

- Statement of current impairment
  o Ocular assessment or evaluation summary
  o Summary of vision related disability
  o Summary of vision related symptoms
  o When appropriate, summary of information that may provide additional insight to the student’s impairment, profile and ongoing therapy
  o Summary that includes the information listed in the Blindness or Visual Impairment and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services

- Suggested reasonable accommodations
Deafness or Hearing Impaired:

- Documentation must be from a qualified professional who has experience and training in diagnoses and treatment related to deafness and hearing impairment
  - Audiologist

- Statement of current impairment
  - Audiogram or audiological evaluation
  - Summary of diagnostic and assessment procedures
  - Summary of diagnostic data and assessment evaluation
  - Summary that includes the information listed in the Deafness or Hearing Impaired and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services
Learning Disabilities:

- Documentation must be from a qualified professional who has experience and training in differential diagnosis in adults and children with LD
  - Preferably from a licensed/certified clinical psychologist, neuropsychologist, LD specialist or educational therapist

- Diagnostic Report that includes
  - Diagnosis with a clear statement of the LD and supporting information from the diagnostic assessment
    - In and of themselves, “learning style”, “learning deficit”, “learning differences”, and “learning disorders”, do not constitute a disability
  - Diagnostic Interview that includes
    - Developmental, medical, psychosocial and family history related to the student’s current level of functioning (including current level of English Fluency).
    - Academic history and learning processes in elementary, secondary and postsecondary information should be included where relevant
  - Test scores (including standard scores and percentiles
  - Descriptive Summary/Text that also includes
    - Evidence that alternative explanations the academic problems were investigated and ruled out
    - Pattern’s related to the cognitive abilities, achievement, and information processing that reflect the presence of a learning disability
    - Comprehensive and interpretive summary that includes the information listed in the LD and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services
DOCUMENTATION GUIDELINES AND CRITERIA FOR DISABILITY SERVICES:

Learning Disabilities Continued:

- Comprehensive Assessment that includes at least one or more assessment(s) in each of the following domains (including all subtests and standard scores for each area/domain must indicate current level of functionality in the academic areas of reading, mathematics, written language and oral)*
  - **Aptitude/Cognitive Ability**
    - Wechsler Adult Intelligence Scale-III (WAIS-III)
    - Woodcock Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability (either tests 1-7 or 1-14 must be included)
    - Stanford-Binet Intelligence Scale
    - Kaufman Adolescent and Adult Intelligence Test
  - **Academic Achievement** (including all subtests and standard scores for each area/domain must indicate current level of functionality in the academic areas of reading, mathematics, written language and oral)
    - Woodcock Johnson Psychoeducational Battery-Revised: Tests of Achievement
    - Scholastic Abilities Test for Adults (SATA)
    - Stanford Test of Academic Skills
    - Wechsler Individual Achievement Test (WIAT)
    - For Individual Academic Areas at least one assessment in each of the following domains:
      - **Academic Achievement in Reading:**
        - Nelson Denny Reading Skills
        - Woodcock Reading and Mastery Tests - Revised
      - **Academic Achievement in Mathematics:**
        - Test of Mathematical Abilities (TOMA)
      - **Academic Achievement in Written Language:**
        - Test of Written Language – 2 (TOWL-2)
  - **Information Processing** (including all subtests and standard scores addressing short-term and long-term memory, sequential memory, auditory and visual perception, processing speed, executive functioning and motor ability)
    - Wechsler Adult Intelligence Scale-III (WAIS-III)
    - Woodcock Johnson WJ III

*Based on an individual’s needs, the list includes but is not considered to be limiting in terms of assessment
DOCUMENTATION GUIDELINES AND CRITERIA FOR DISABILITY SERVICES:

Psychiatric/Psychological Disabilities:

- Documentation must be from a licensed mental health professional
  - Psychologist, psychiatrist, licensed clinical social worker or neurologist
  - Include diagnosticians license number

- Clear statement of current psychiatric/psychological disability/diagnosis per the DSM-IV and a clinical interview. Including primary and secondary Axis I and Axis II diagnoses

- DSM-IV summary of present symptoms

- Summary of assessment procedures

- Summary of evaluation tools/instruments
  - Summary of evaluation results (percentile or standardized scores included)

- Medication information that may limit the student’s ability in a University setting
  - Copy of prescription
  - Dosages
  - Schedule

- Summary that includes the information listed in the Psychiatric/Psychological and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services

- Suggested reasonable accommodations, including but not limited to how the accommodations held mediate the psychiatric/psychological disability
DOCUMENTATION GUIDELINES AND CRITERIA FOR DISABILITY SERVICES:

Mobility/Physical, Systemic and/or Other Health-Related Disabilities:

- Documentation must be from a licensed medical professional/specialist who has expertise, experience, training in the area of diagnoses
  - Physician, neurologist, psychiatrist or other medical specialist

- Clear statement of current medical diagnosis of disability/condition/systemic illness
  - Including
    - Assessment of symptoms and limitations in functionality
    - Current symptoms and limitations affecting the student (including length and severity) in a University setting

- Summary of assessment procedures

- Summary of evaluation tools/instruments
  - Summary of evaluation results (percentile or standardized scores included)

- Medication information that may limit the student’s ability in a University setting
  - Copy of prescription
  - Dosages
  - Schedule

- Summary that includes the information listed in the Mobility/Physical, Systemic or Other Health-Related Disabilities and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services

- Suggested reasonable accommodations
DOCUMENTATION GUIDELINES AND CRITERIA FOR DISABILITY SERVICES:

Head or Traumatic Brain Injury (TBI):

- Documentation must be from a licensed medical professional/specialist who has expertise, experience, training in the area of diagnoses
  - Physician, neurologist licensed clinical psychologists, school psychologists, neuropsychologists and psychiatrist

- Clear statement of current impairment (head or traumatic brain injury) and diagnosis
  - May be per the DSM-IV
  - Including probable lesion site
  - Current and presenting symptoms
  - Evidence of behavior that limits functionality

- Diagnostic Interview that includes
  - Developmental, medical, psychosocial and family history related to the student’s current level of functioning (including current level of English Fluency).
  - Academic history and learning processes in elementary, secondary and postsecondary information should be included where relevant

- Evidence that alternative explanations and conditions/diagnoses were investigated and ruled out

- Summary of assessment procedures

- Summary of evaluation tools/instruments and results
  - Percentile or standardized scores included
  - Preferably a neuropsychological evaluation as one of the cognitive and achievement evaluation measurements
    - Including but not limited to assessment of attention, visuoperception/visual reasoning, language, academic skills, memory/learning, executive function, sensory, motor, and emotional status

- Medication information that may limit the student’s ability in a University setting
  - Copy of prescription
  - Dosages
  - Schedule

- Summary that includes the information listed in the Head or Traumatic Brain Injury (TBI) and General Guidelines sections of the West Coast University Documentation Guidelines and Criteria For Disability Services

- Suggested reasonable accommodations