

# Synopsis of Clemson Documentation Guidelines\*

\*full discussion and guidelines are available at

[www.clemson.edu.asc/sds\\_docguidelines.html](http://www.clemson.edu.asc/sds_docguidelines.html)

- A. Documentation serves two purposes:
1. It determines a student's eligibility for accommodations, and
  2. Provides guidance in developing appropriate academic accommodations for students eligible for services.
- B. Documentation must be provided by a professional with **appropriate training and credentials** related to the area of disability.
- C. In order to receive support services from Student Disability Services at Clemson:
- There must be documentation that the student is "otherwise qualified" to attend Clemson University. Admission to Clemson satisfies this guideline.
  - The need for accommodations must be linked to the diagnosed disability.
  - Academic performance historically has been **substantially and chronically** limited as a result of the diagnosed impairment. A "substantial limitation" is defined in Section 504 as performance below that of the "average person." It must be clear that the limitation has been in evidence over time.
- D. Essential components of documentation for **all disabilities** are:
1. clearly stated diagnosis which rules out alternative explanations and diagnoses;
  2. defined levels of functioning;
  3. explanation of substantial limitations due to the disability;
  4. current treatment and medication;
  5. essential accommodations needed for postsecondary education, including duration and rationale, and
  6. current review of the condition, typed on letterhead, dated and signed.
- E. Additional specific documentation requirements for the various disabilities:
1. **Mobility, Health Condition, Speech, Hearing, or Visual Impairment**
    - a. Annual update on current functioning levels required.
  2. **Traumatic Brain Injury**
    - a. General assessment of cognitive abilities.
    - b. Analysis of educational achievement skills and limitations in reading comprehension, written language, spelling and mathematical skills.
    - c. Specific information, including processing speed and memory regarding levels of functioning and limitations in all affected areas i.e. communication, vision, hearing, mobility, psychological, neurological, etc.
    - d. Annual update on current functioning levels required.
  3. **Psychological Disorders**
    - a. Diagnosis using DSM-IV criteria and coding.
    - b. Test data, interpretation of data, history, and observations.
    - c. Annual update on current functioning levels required.
  4. **Learning Disorders**
    - a. Current testing, citing specific DSM-IV diagnosis, that is no more than 3 years old at time of matriculation.
    - b. Comprehensive history as relates to academic issues - educational, social, familial.
    - c. Testing should include: intellectual assessment, academic achievement, information processing (e.g. memory, auditory and visual processing, executive functioning, and processing speed).

