



What does current and comprehensive documentation mean?

Current means, in most cases, no more than 2 years old. This depends on the disability and may require information which is no more than 1 year old.

Comprehensive means that information is provided in the following areas

1. **Evidence of existing impairment** – A statement of the individual’s difficulties including evidence of ongoing barriers that significantly impact functioning in a college environment. Why has the individual come to your medical practice? When did the individual come to your office?
2. **Background information** – Information about prior academic history, prior evaluations and reports, description of current functional limitations pertaining to an post-secondary setting and are a direct result of the physical or mental health impairment, relevant history of prior treatment, therapy, interventions and/or accommodations.
3. **Relevant testing** – Assessment, and any resulting diagnosis, based on comprehensive assessment battery that does not rely on any one test or subtest. Standard scores for all normed measures, including subtests should be provided. Finding should document both the nature and the severity of the disability with particular focus on the student’s strengths and weaknesses. Findings should indicate those limitations that may warrant accommodations within the college environment.
4. **Specific diagnosis** – The documentation must include a specific diagnosis of the condition by a qualified evaluator. It is important to rule out alternative explanations for problems that may be interfering with a major life activity but do not constitute a specific disability. Note that “test anxiety” alone is not considered a disability at the postsecondary level.
5. **Rule-Out of Alternative diagnosis or explanations** – A multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors are considered to constitute a substantial limitation to a major life activity.
6. **Integrated Summary of items 1-5** including notation of barriers created as a result of diagnosis, general accommodations suggested and how the effects of the barriers might be accommodated in a postsecondary setting. An emotional support animal must be prescribed as a specific accommodation for a specific need.

This information is adapted from the Americans with Disabilities Act, the Association on Higher Education and the Office of Disability Employment Policy, U.S. Department of Labor.

In consultation with the student, this information will be used to determine if a student has a physical or mental impairment which substantially limits a major life activity and then to determine appropriate accommodations in the GCCC environment.

Thank you for your time and consideration.

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