

Documentation Guidelines

Although formal documentation is required for consideration of accommodations at Tulane University, the staff of the Goldman Center for Student Accessibility recognize that each individual experiences barriers to access differently. Therefore, we encourage students requesting accommodations to meet with Goldman Center staff to discuss their unique situation.

Goldman Center staff are tasked with making the following determinations regarding each request for accommodation:

- 1) Is there a diagnosed condition that qualifies or rises to the level of a disability?
- 2) Is there an impact to one or more major life areas?
- 3) If so, is the requested accommodation necessary for the student to have equal access to the academic environment?

In addition to the first-person narrative, the Goldman Center recommends providing documentation meeting the following criteria:

1. **Qualified Evaluator.** Professionals conducting assessments and making recommendations for appropriate accommodations must be qualified to do so (e.g., physician, psychiatrist, licensed psychologist, or neuropsychologist). The name, title, and professional credentials of the evaluator, including license or certification number, should be clearly stated on the documentation. All documentation must be presented on the evaluator's letterhead, typed, dated, signed, and legible. The evaluator may not be a member of the student's family.
2. **Current Documentation.** Documentation should be current and related to the individual's disability. The following guidelines are in place; however, outdated documentation may be considered.
 - a. Physical/Medical disabilities – within the past 12 months.
 - b. Psychiatric disabilities – within the past 12 months.
 - c. Learning Disabilities – within the past 3-4 years.
 - d. AD/HD – within the past 3-4 years.
3. **Comprehensive Documentation.** Documentation should be thorough, giving a full picture of the individual, not simply a diagnosis. It might include:
 - a. A diagnostic interview including,
 - i. Historical information detailing the evolution of the disorder/disability.
 - ii. Relevant psychosocial, medical, and medication history
 - iii. Academic history
 - iv. History of accommodation
 - v. Evidence of current impairment
 - b. Diagnostic instruments appropriate to the diagnosis are recommended. For learning disabilities and AD/HD, these could include measures of aptitude, achievement, memory, processing speed, continuous performance, and attention or tracking tests.
 - c. A clear diagnosis must be rendered. Diagnostic codes from the DSM 5 or the ICD-10 should be utilized.
 - d. Describe current treatments, therapeutic techniques, assistive devices, medications, etc.
 - e. Address the current functional limitations of the individual in an academic environment.
 - f. The evaluator should make specific recommendations for accommodations in an academic environment.
4. **Supporting Documentation.** Other documents which contribute to consideration are high school 504 plans or IEPs, records of accommodation on standardized tests such as the SAT or ACT, previous psycho-educational evaluations, transcripts, and teacher, tutor or employer reports.