



OFFICE OF
THE PROVOST

Student Access
& Accommodation

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Communication Disorder Documentation Guidelines

In order for Student Access and Accommodation (SAA) to evaluate requests for accommodations and/ or auxiliary aids and to determine eligibility for services, appropriate disability related documentation is needed. The documentation submitted should include an evaluation by an appropriately licensed professional and should demonstrate the current impact of the disability as it relates to the accommodations requested. The documentation should also include a description of any and all relevant functional limitations.

Disorders of communication include deficits in language, speech, and communication. *Speech* is the expressive production of sounds and includes an individual's articulation, fluency, voice, and resonance quality. *Language* includes the form, function, and use of a conventional system of symbols (i.e. spoken words, sign language, written words, pictures) in a rule-governed manner for communication. *Communication* includes any verbal or nonverbal behavior (whether intentional or unintentional) that influences the behavior, ideas, or attitudes of another individual. Individuals who demonstrate a language disorder, an impaired comprehension and/or use of spoken, written and/or other symbol systems, should refer to the University's **Specific Learning Disabilities (SLD) Documentation Guidelines**. Individuals who demonstrate a central auditory processing disorder should refer to the University's **Auditory/Hearing Impairment Documentation Guidelines**.

A Qualified Professional Must Conduct the Evaluation

An evaluation by an appropriate professional that makes evident the current impact of the disability. Professionals conducting assessments and rendering diagnoses must be qualified to do so. (Note: It is not appropriate for professionals to evaluate members of their own families, relatives, or business partners.) Recommended evaluators are Otolaryngologist, Neurologist and/or Neuropsychologist, Licensed Speech Language Pathologist, or other medical professionals as appropriate based on functional limitations. Such documentation should be on letterhead and contain the professional's state license number, business location, contact information, and signature. The evaluator must be impartial and not related to the person being evaluated, their parents, or business partners.

Testing Must Be Current

A current evaluation has typically been completed in the last five years. All requests for accommodations are reviewed on a case-by-case basis. The University reserves the right to require an updated evaluation if an update is considered necessary, based on the prognosis and stability of the communication disorder. Documentation validates the current functional limitations, which allows consideration for accommodation requests.

History of Accommodation

A high school plan such as an Individualized Education Program (IEP) or a 504 plan, or history of accommodations provided at a previous university is insufficient documentation in and of itself. However, **in addition to** current comprehensive documentation, it can be helpful in determining reasonable accommodations and services. SAA recommends providing this information when available. **A prior history of accommodations without demonstration of a current need does not in itself warrant the provision of like accommodations.**

Significant Functional Limitations

A description of any and all functional limitations caused by the communication disorder and relative to the postsecondary academic course and housing environment, if such accommodations are needed.

Documentation should include, but is not limited to the following:

- **Diagnosis:** A diagnostic statement identifying the disability, including the date of original diagnosis, and the name and credentials of the clinician that first gave this diagnosis. Clinicians are encouraged to cite the specific objective measures used to substantiate the diagnosis.
- **Interventions:** Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use. Please include any side effects of medications that may have impact on the student's academic progress.
- **Progression:** The expected progression or stability of disability over time. Please include expected impact of progression or stability on the student's academic program.

Types of Documentation

- Speech Language Pathologist evaluation
- Otolaryngology evaluation
- Neurological and/or neuropsychological evaluation
- Supporting documentation such as high school IEP or 504 accommodations plan

Student Access and Accommodation will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided to the individual. All documentation submitted to SAA is considered to be confidential under FERPA guidelines and as outlined by University policy.