



Guidelines Regarding Documents To Submit With Request For Special Accommodation Due To A Disability

The following are some general guidelines for submitting acceptable documentation for students requesting accommodations due to a disability. The Health and Technical Standards for the various LECOM programs are available at <https://lecom.edu/admissions/student-policies/health-technical-standards/>

1. Documentation must clearly state the diagnosis.

The documentation submitted must clearly state the student's specific disability as diagnosed by a licensed clinician. Please note that the clinician must have the relevant professional credentials and license(s) to diagnose the condition. The clinician may not be related to the student. The diagnosis should be specific and reference the DSM-5 or ICD-11 (or the most current edition(s) available at the time of diagnosis).

2. The information must be current.

The documentation that is submitted must be current since disabilities and a student's needs for accommodation change over time. In most cases, psychological and/or educational assessments/evaluations should have been conducted within the past five (5) years. Some cognitive and/or neuropsychological assessments/evaluations may have been conducted more than five (5) years ago, but these assessments must have been conducted after the student's 3rd grade year, as assessments/evaluations prior to that time may not provide a valid or accurate indication of the student's current abilities. Medical testing should generally be current, typically within the past year. Physical/musculoskeletal testing or functional assessments should be current, typically within three (3) months. In addition to assessments and evaluations used for diagnosis, documentation must include the student's abilities and limitations at the time of the request for accommodation.

3. Educational, developmental, and/or medical history is presented.

The student must also provide any relevant educational, developmental, and medical history in support of their diagnosis, along with a statement of the functional limitation related to this diagnosis. This may include documentation of any approved and received accommodations from a previous/current school and/or previous/current use of accommodations from the College Board or other national testing organization. This historical information helps LECOM to understand the nature and severity of the student's needs for accommodations. Any teacher observations/reports in support of the diagnoses are also helpful.

4. The diagnosis(es) must be clearly supported.

The documentation should describe the comprehensive testing and/or techniques used to arrive at the diagnosis. It must include the evaluator's full report, including at least a summary of the assessment procedures and any evaluation instruments used to make the diagnosis along with a

narrative summary of the evaluation results and an indication of the limitations that are derived from the diagnosis.

The types of assessments/tests used to diagnose conditions/illnesses depend on the accommodations being requested. For example, requests for extended testing time should be supported by comprehensive cognitive and academic assessments that are individually administered under standardized conditions and have national norms.

5. The functional limitation must be described.

The documentation submitted must indicate and explain how the diagnosis impacts the student's daily functioning and ability to participate in any academic or curricular activities, including laboratory activities for their program. Functional limitation can be documented in a variety of ways such as a psychoeducational evaluation that includes test scores and a narrative, standardized test scores including standard and scaled scores, and/or the use of recognized norms to support both the diagnosis and functional limitation. In addition, a summary of the student's developmental, educational, and/or medical history should be included. These limitations must speak directly to the Health and Technical Standards outlined for the relevant LECOM program.

For reference to complete this section, please find the Health and Technical Standards for each LECOM program at <https://lecom.edu/admissions/student-policies/health-technical-standards/>

6. The recommendations for accommodations must be justified by the assessment/evaluation and/or history.

The documentation submitted should describe the specific accommodations being requested and explain why they are needed. The reason for requesting a particular accommodation is not always evident from the diagnosis. The rationale for specific accommodations should focus on the connection between the student's disability/diagnosis and the requested accommodations, the student's current needs, and the reasons accommodations are needed for their LECOM program.

For example, requests for extended testing time should document difficulty doing timed tasks, including the amount of extended time required or the maximum amount of time the student can be tested in a day and include how the student's disability creates that need.

7. The evaluator's/clinician's/provider's professional credentials are established.

The documentation submitted must clearly indicate the evaluator's professional credentials, including licensure, as well as note in which state(s) they are authorized to practice and administer such assessments and tests and to diagnose the student's disability.