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### **Eligibility Guidelines for Special Accommodations**

- 1) The Association on Higher Education and Disability (AHEAD), in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, has published guidelines to provide institutions with uniformity in determining standards of proof in documenting the veracity of a student's disability status and the need for specified accommodations. A summary of these guidelines, as they pertain to Parker University, are summarized below.
- 2) The burden of this proof lies with the student to show why a disability requires accommodation. The supporting documents must clearly show that the individual (1) has a disability, (2) is substantially limited by the disability, and (3) a need exists for accommodation. Lawfully, accommodations may be granted if sufficient documentary evidence of disability is provided and if the circumstances imposed by the disability can be alleviated with the provision of reasonable accommodations.
- 3) [A] Criteria for Acceptable Documentation
  - a) Documentation must be current. An evaluation (e.g. psychological evaluation), wherein a diagnosis of a disabling condition is determined, must have been conducted within 5 years of application for accommodations. Older documentation may be considered on a case by case basis based on diagnosis.
  - b) The evaluation must be conducted by a qualified examiner. The name, title, credentials, and area(s) of specialization must be clearly stated in the documentation provided by the professional who conducted the evaluation. Additionally, all written reports must be provided on the professional's letterhead and must be both signed and dated by the evaluator. Appropriately credentialed evaluators include: psychologists, psychiatrists, neuropsychologists, learning disability specialists, and other medical doctors with appropriate areas of specialization.

- c) The documentation must be comprehensive. The documentation submitted to the Parker University Office of Student Affairs must be comprehensive and clearly discuss the impact of the disability on the individual's ability to function. Accommodations that are recommended in the report must be linked to the diagnostic profile and the examiner's impressions of the examinee. For example, a diagnosis of a learning disorder in absence of appropriately normed test data is inappropriate and unacceptable. AHEAD recommends that a diagnostic report should minimally consist of the following:

### **LEARNING DISABILITIES AND ATTENTION DEFICIT / HYPERACTIVITY DISORDERS**

- i) A Diagnostic Report (on Letterhead)
- (1) This report must include the following information:
- (a) A summary of relevant background history including: medical, psychological, academic, vocational and family histories
  - (b) A description and list of tests administered
  - (c) Assessment of aptitude (the evaluation must contain a complete intellectual assessment which needs to include all subtests and standard scores reported)
  - (d) Examples of Aptitude Test:
    - (i) Wechsler Adult Intelligence Scale-IV (not single sub-tests or abbreviated scales)
    - (ii) Stanford-Binet, Fifth Edition
    - (iii) Woodcock-Johnson III—Tests of Cognitive Abilities
    - (iv) Kaufman Adolescent and Adult Intelligence Test
  - (e) Assessment of academic achievement (the evaluation must contain a complete intellectual assessment which needs to include all subtests and standard scores reported)
  - (f) Examples of Achievement Test
    - (i) Wechsler Individual Achievement Test-III (WIAT-III)
    - (ii) Woodcock-Johnson-III—Test of Achievement
    - (iii) Stanford Test of Academic Skills (TASK)
    - (iv) Scholastic Abilities Test for Adults (SATA)
  - (g) Assessment of information processing
  - (h) DSM-V diagnosis or ICD-10 code
  - (i) Functional impact or limitation of the disability on learning or other major life activity.
  - (j) Recommendations

### **PSYCHIATRIC / PSYCHOLOGICAL DISABILITIES**

- ii) Diagnostic report (On Letterhead)
- (1) This report must include the following information:
- (a) Clinical interview
  - (b) Diagnosis

- (c) History and Prognosis-relevant history and prognosis pertaining to the condition.
- (d) Academic / Physical Limitations-relevant statement concerning the functional limitations of the condition of learning and other major life activities.
- (e) Medications-summary of current medications prescribed by physician(s).
- (f) Assessment Procedures—summary of the assessment procedures utilized to make diagnosis along with the results of the evaluation. This needs to include standardized and percentile scores.
- (g) Recommendations for Accommodations (Has to be directly connected to the diagnosed disability along with rationale).

### **PHYSICAL / MEDICAL DISABILITY**

#### iii) Diagnosis Report

- (1) This documentation must include the following information:
    - (a) Diagnosis (ICD or DSM-V)
    - (b) Documentation must be provided by a qualified examiner
    - (c) Must be current (within the last three years)
    - (d) Documentation must be comprehensive
      - (i) Needs to clearly discuss the impact of the disabling condition on the individual's ability to function.
    - (e) A history should be given which needs to include date of onset and how the injury / illness occurred
    - (f) Assessment (include part of the body affected, supporting data used to make the diagnosis and the results of the evaluation)
      - (i) Include standardized and percentile scores (if applicable)
    - (g) Recommendations must be justifiable to the level of accommodations
      - (i) There also must be a rationale for each recommendation stated.
- 4) All recommended accommodations must be rationally justified. Thus, each recommended accommodation must be supported by test data and clinical observations that are relevant to prognosticated academic functioning.

For Additional Questions please contact:

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