



St. George's University

Academic Accommodations: Guidelines for Learning/Cognitive Disorders

Students who want to request accommodations at SGU must provide comprehensive documentation of their disorder to the Student Accessibility and Accommodation Services (SAAS) office. A diagnosis alone is not sufficient to identify what accommodations are reasonable or equitable for a student. Evidence as to the extent to which the disorder currently impairs academic and other major life activities is necessary to establish eligibility and requires objective tests such as a psychoeducational/neuropsychological evaluation. Please do not hesitate to contact the office if you have any questions.

These documentation guidelines are provided to assist you and your medical provider with the necessary information required in order for you to be considered for accommodations. Documentation should include the following information:

1. **Diagnosis:** A clear statement of a learning/cognitive disorder from the DSM IV , V or ICD.
2. **History and Recency:**
 - Report should include relevant background information such as academic history, including summaries of previous evaluation results, history of the family's learning difficulties, and a discussion of possible co-morbid conditions.
 - Evaluation should be current, no longer than 3 years, or an adult profile.
3. **Psychoeducational or neuropsychological evaluation:** Test scores should be provided. The assessment instruments used should be reliable, valid, and standardized for an adult population. The following areas are generally assessed:
 - Aptitude – intellectual assessment
 - Achievement – current levels of academic functioning in relevant areas such as reading, mathematics, oral and written language
 - Information Processing – specific areas of information processing (e.g. short and long term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, motor ability).
4. **Functional Limitations:** The report should detail how the individual's condition impacts daily living (social, academic, etc.). This should include information on the severity and pervasiveness of the disorder. The evaluator should also specify how the test results relate to the individual's functioning.
5. **Recommendations:** A rationale should be given for each recommended accommodation. Due to the nature of an academic environment, SAAS will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided to the individual.

All reports should be on letterhead, typed, dated, and signed, and otherwise legible. The name, title, and professional credentials of the evaluator, including information about license or certification must be included. Evaluators should not be related to the individual being assessed.

The documentation provided by the student is considered confidential in accordance with the Family Educational Rights and Privacy Act (FERPA). However, there are instances when student documentation must be released without consent on a need to know basis.

Students are encouraged to email documentation in pdf format SAAS at dosaa@sgu.edu.

Office of the Dean of Students
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