

Access & Disability Services

DOCUMENTING A DISABILITY FOR HIGHER EDUCATION

According to the Association on Higher Education and Disability (AHEAD) and the Washington Association on Post-Secondary Education and Disability (WAPED), the following elements are essential to document a disability for the purpose of providing services and accommodations for students with disabilities in higher education:

- The credentials of a licensed or qualified evaluator, and date of diagnosis.
- A diagnostic statement identifying the disability using the diagnostic label and code from a recent edition of the DSM-IV.
- A description of the diagnostic methods used including diagnostic criteria, measurement instrument or tools, and results.
- Specific and current information on limitations to major life functions.
- A description of the expected progression or stability of the disability.

The information contained in the full cognitive report provides all of the above elements and will enable us to make the most appropriate decision regarding accommodations for the student.

Send documentation to Kerri Holferty, M.Ed., Associate Director of Access & Disability Services:
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