Students who are seeking support services from Pacific Lutheran University on the basis of a diagnosis of ADD/ADHD are required to submit documentation to verify eligibility. Documentation of ADD/ADHD consists of a professional evaluation, including test results and a written report which addresses specific academic needs of the student. This professional evaluation is considered by PLU to be a Medical Treatment Record and will be maintained as such by PLU in a manner that complies with state and federal law. The cost and responsibility for providing this professional evaluation shall be borne by the student.

The following guidelines are provided in the interest of assuring that the evaluation and report are appropriate for documenting eligibility. Documentation presented to Disability Support Services (DSS) will remain in a confidential file in the DSS Office. The Director of Disability Support Services is available to consult with appropriate professionals regarding these guidelines. Documentation should:

1. Be prepared by a professional (e.g., licensed psychologist, psychiatrist or physician) qualified to diagnose ADD/ADHD. Experience in evaluation of adults with ADD/ADHD is essential.

2. Be comprehensive. The use of a single test and/or informal screening instruments is not acceptable for the purpose of diagnosis. Written reports should be consistent with the diagnostic criteria found in the latest edition of the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders. A battery of psychological tests and behavior rating scales, a thorough social and educational history and interviews with the student and family are essential. Current research states that paper and pencil tests that are commonly used to diagnose learning disabilities are not definitive for diagnosing ADD/ADHD, but they do serve to alert the examiner to possible concomitant disabilities.

   The report should be on professional letterhead, signed by the individual making the diagnosis, and include the following:
   - How long the diagnostician has treated the student and the date of last contact;
   - Instruments, procedures and data sources used to diagnose;
   - DSM diagnosis; current symptoms which satisfy the DSM criteria and approximate onset;
   - Treatment being used (e.g., medication, counseling, etc.);
   - How this disorder impacts the student in the post-secondary environment; and
   - Diagnostician's name, title, license number, address and phone number.

3. Be current. In most cases, this means within the past three years and/or the assessment was completed when the individual was an adult (age 18). Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for decision-making about a student's need for accommodations in an academically competitive environment.

4. Present clear and specific evidence, which identifies the individual's present level of functioning and how the student's education may be impacted.

5. Provide a suggested list of possible academic accommodations with supporting data from the assessment, which is specific to the individual assessed. Requests which are not supported by proper and specified documentation will not be approved.

6. While the professional evaluation of ADD/ADHD is considered by PLU to be a Medical Treatment Record, records pertaining to the academic accommodations provided by PLU are considered to be Educational Records (and not Medical Treatment Records) as defined in the Family Educational Rights and Privacy Act of 1974 (“FERPA”). Records regarding academic accommodations may be utilized in the same manner and under the same conditions as other Educational Records. See (www.plu.edu/print/handbook/conduct/FERPA.html).