

Northcentral Technical College (NTC) Disability Documentation Guidelines

The purpose of the Disability Documentation Guidelines is to provide information about the documentation to submit with requests for NTC Academic Accommodations.

Professional Diagnosis: The disability must be diagnosed by a qualified professional with credentials appropriate to the diagnosis. A psychologist, psychiatrist, physician, or learning disabilities specialist/team may diagnose learning disabilities. Only a physical may diagnose physical disabilities.

Policies for Documentation: Approved academic accommodations are provided to learners with disabilities in accordance with Americans with Disabilities Act (ADA). The ADA defines a disability as a mental or physical impairment that substantially limits a major life activity compared to the average person in the general population.

To qualify for Academic Accommodations, the learner must provide documentation which shows:

- The diagnosed condition substantially limits one or major life activities
- Requests are appropriate and reasonable for the documented disability

Documentation Requirements must be written on letterhead by the diagnosing professional, dated, signed and must meet all of these guidelines:

- State the specific impairment as diagnosed
- Is current (diagnosed or reconfirmed with three academic years/depending on the disability)
- Describes presenting problems and developmental history, including relevant educational and medical history
- Describes substantial limitations (adverse effects on learning, or other major life activities) resulting from the impairment, as supported by test results
- Describes recommended accommodations and provides rationale explaining how these specific accommodations address the substantial limitations
- Establishes the professional credentials of the evaluator, including information about licensure or certification, educations, and area of specialization
- Includes comprehensive assessments (neuropsychological or psychoeducational) with evaluation date, used to arrive at the diagnosis

The information below indicates the required documentation for each condition.

<p>Learning Disability</p> <p>Complete test/subtest results, with standard scores and percentiles from:</p> <ul style="list-style-type: none"> • an intellectual assessment using a valid and comprehensive battery • an achievement battery • evidence that alternative explanations were ruled out 	<p>Speech and Language Disorders</p> <ul style="list-style-type: none"> • specific diagnosis, including presenting problems • development and educational history • evidence of supporting the current impact on reading, written communication, and/or learning
<p>ADD/ADHD</p> <ul style="list-style-type: none"> • evidence of early impairment • evidence of current impairment, including presenting problem and diagnostic interview • evidence that alternative explanations were ruled out • results from valid, standardized, age-appropriate assessments • number of DSM-VI or DSM-5 criteria and how they impair the individual 	<p>Visual Impairment</p> <ul style="list-style-type: none"> • specific ocular diagnosis • record of complete, current (within past 12 months) ocular examination by an optometrist or ophthalmologist including: chief complaint, history of illness, visual acuity, ocular motility exam (versions, tropias, phorias, stereopsis), slit lamp exam, visual field, and pupil, optic nerve, and retina exam • if the diagnosed condition is purported to affect reading, results of a measure of reading (decoding, rate, and comprehension)
<p>Psychiatric Conditions</p> <ul style="list-style-type: none"> • age of onset an course of illness • psychological tests used • history of treatment for the disorder • if treatment includes medication and/or psychotherapy • how the impairment affects functioning across settings • due to the variable nature of these conditions, documentation must be current within the past year 	<p>Hearing Impairment</p> <ul style="list-style-type: none"> • most recent evaluation of communication skills including speech, reading, and receptive/expressive language skills • if a psychoeducational evaluation is available, provide standard scores and percentiles achieved on all tests administered
<p>Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS)</p> <ul style="list-style-type: none"> • evidence of current, continued educational impairment relating to requested accommodations, supported by objective data (psychological or neuropsychological testing, observations, rating scales, etc.) • date of incident/accident • status and diagnosis upon hospital admission • length of hospital stay • discharge date, review of type and outcome of outpatient therapy (occupational therapy, physical therapy, speech therapy) if applicable 	<p>Autism Spectrum Disorder</p> <ul style="list-style-type: none"> • information in the areas such as adaptive behavior, executive functioning, attention, mental health, and academic fluency to support an inability to take a standardized exam in a quiet, controlled setting in the normal time allotted <p>Tourette’s Syndrome</p> <ul style="list-style-type: none"> • history regarding type, frequency, intensity, and duration of motor, visual, and/or verbal tics • if medication or other factors (lighting, noise, etc.) are known to exacerbate the examinee’s condition, provide documentation to describe • if the tics are cause for academically-relevant concerns (slow reading rate, diminished fluency, or poor attention/concentration) provide evidence from diagnostic tests, rating scales, and teacher observations to objectively support anecdotal findings