

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 physician may diagnose physical disabilities.

Policies for Documentation: Approved academic accommodations are provided to learners with disabilities in accordance with the 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 that 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 a 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, education, 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.

| Learning Disability | Speech and Language Disorders |
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| Complete test/subtest results, with standard scores and percentiles from: <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 | <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 |
| ADD/ADHD | Visual Impairment |
| <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 | <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) |
| Psychiatric Conditions | Hearing Impairment |
| <ul style="list-style-type: none"> • age of onset and 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 | <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 |
| Traumatic Brain Injuries (TBI) or Post Concussive Syndrome (PCS) | Autism Spectrum Disorder |
| <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 | <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 |
| | Tourette's Syndrome |