

Disability Documentation Guidelines

Consistent with the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendment Act of 2008 (ADAAA) it is the policy of Jefferson State Community College that no qualified person with a disability shall be subjected to discrimination because of that disability under any program or activity conducted or sponsored by the College. It is reasonable and appropriate when students request disability-related academic accommodations for postsecondary institutions to require documentation supporting that request. Alabama Community College System institutions do **NOT** provide disability documentation to students. Obtaining and providing documentation to the college disability services office is the responsibility of the student requesting accommodations including any financial responsibility associated with said documentation. Appropriate documentation should include the following information.

Health Condition, Mobility, Hearing, Speech, or Visual Impairment

A letter or report from treating physician, orthopedic specialist, audiologist, speech pathologist, or ophthalmologist (as appropriate), including:

- Clearly stated diagnosis
- Defined levels of functioning and any limitations
- Current treatment and medication
- Current letter/report dated and signed

Psychological Disorder

A letter or report from a mental health professional (psychologist, neuropsychologist, psychiatrist, licensed professional counselor) including:

- Clearly stated diagnosis (DSM-V criteria)
- Defined levels of functioning and any limitations
- Supporting documentation (i.e. test data, history, observation, etc.)
- Current treatment and medication
- Current letter/report dated and signed

Traumatic Brain Injury (TBI)

A comprehensive evaluation report by a rehabilitation counselor, speech-language pathologist, orthopedic specialist, and/or neuropsychologist (or other specialist as appropriate), including:

- Assessment of cognitive abilities, including processing speed and memory
- Analysis of educational achievement skills and limitations (reading comprehension, written language, spelling, and mathematical abilities)
- Defined levels of functioning and limitations in all affected areas (communication, vision, hearing, mobility, psychological, seizures, etc.)
- Current treatment and medication
- Current letter/report (post-rehabilitation and preferably within 1 year), dated and signed

Learning Disability (LD)

A comprehensive psychological evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist, or diagnostician that should include:

- Clear statement of presenting problem; diagnostic interview
- Educational history documenting the impact of the learning disability
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusion, preferably including at least:
 - WAIS-IV (b) WIAT-III or Woodcock-Johnson Psycho-Educational Battery- III, including Written Language; and (c) Woodcock-Johnson Cognitive Processing Battery normed on adults to substantiate any processing problems
- Clearly stated diagnosis of a learning disability based upon DSM-V criteria
- Defined levels of functioning and any limitations, supported by evaluation data
- Current report (preferably within 5 years of enrollment date), dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional are typically not sufficient to document a learning disability.

Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

A comprehensive psychological evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist that should include:

- Clear statement of presenting problem; diagnostic interview
- Evidence of early and current impairment in at least two different environments (comprehensive history)
- Alternative explanations and diagnoses are ruled out
- Relevant test data with standard scores are provided to support conclusions, preferably including at least:
 - WAIS-IV; (b) WIAT-III or the Woodcock-Johnson Psycho-Educational Battery-III, including Written Language; and (c) Behavioral Assessment Instruments for ADD/ADHD normed on adults
- Clearly stated diagnosis of ADD or ADHD based upon DSM-V criteria
- Defined levels of functioning and any limitations, supported by evaluation data**
- Current report (preferably within 3 years of enrollment date), dated and signed

Note: High School IEP, 504 Plan, and/or letter from a physician or other professional are typically not sufficient to document ADD or ADHD. Medication cannot be used to imply a diagnosis.

The ADA Accommodations Office at Jefferson State Community College accepts all forms of documentation submitted by students and reviews the document for relevant information to determine if it meets the documentation guidelines for the disability disclosed and supports the requested accommodations. The office reserves the right to request additional documentation if the documentation provided does not meet the guidelines listed above.