MCCCD Documentation Policy

**Purpose:** To specify the disability documentation requirements that will qualify (i.e., support current and essential needs) Maricopa County Community College District students for reasonable and appropriate accommodations through each college's Disability Resources and Services (DRS) office or designated professional.

**General Eligibility Requirements**

DRS applicants must be admitted or enrolled as an MCCCD student, and must provide the Disability Resources & Services (DRS) office with qualifying disability documentation, verifying the nature and extent of the disability prior to receiving any accommodation.

**Who Is Eligible for Services?**
To be eligible for DRS support services, a student must have a disability as it defined by federal law (section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act OF 1990 (ADA), and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).

**Definitions**

- Disability: A disability is any physical or mental condition which causes substantial limitation to the ability to perform one or more major life activities.
- Reasonable accommodation: Reasonable accommodation is the provision of an auxiliary aid or modification to the course or program which will allow access to the job duties, the educational process, program and degree, or activity. The ADA requires an institution of higher education to provide reasonable accommodations to a qualified individual with a disability provided that accommodation does not:
  - fundamentally alter the basic nature or essential elements of a course, program, or activity
  - pose a health or safety risk to others; The student may choose to assume risk to self
  - substantially adversely affect the manner in which the course is taught
  - create an undue financial or administrative burden on the institution

**Documentation can be transferred within MCCCD for current consideration for eligibility.**

**Determination made by another institution or organization does not guarantee eligibility.**
Special Considerations
The DRS Office is responsible for evaluating documentation and determining accommodation eligibility. All situations shall be considered on an individual, case-by-case basis. DRS may exercise its right to require additional documentation.

Reasonable accommodation is required for students with known disabilities. MCCCD is not required to provide “best” or “most desired” accommodations but rather a reasonable accommodation sufficient to meet accessibility needs. Ideally, the reasonable accommodations should be the product of an interactive exchange with the student, DRS Office, and instructors.

Documentation Guidelines
Students requesting accommodations must provide documentation of their disability. Documentation consists of an evaluation prepared by a trained and qualified professional that identifies:

- current level of functioning
  - current documentation
  - all standardized testing must use adult-normed instruments
  - age of the documentation may vary for some disabilities, provided the presence of a substantial limitation(s) is adequately established
- how the disability impacts the student’s learning
- contain information supportive of the student’s request for specific academic support, auxiliary aids, and accommodations

Specific Eligibility Requirements

1. Physical Disabilities
   A. Required Documentation
      The student must submit a written, current diagnostic report of any physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, neuropsychologists, audiologists). Disability diagnosis categories include:
      i. Orthopedic Disability
      ii. Blind or Visual Impairment
      iii. Deaf or Hard-of-Hearing
      iv. Traumatic Brain Injury
      v. Other Health-Related/Systemic Disabilities
   B. Diagnostic Report
      The diagnostic report must include the following information:
      i. A clear disability diagnosis, history, and the date of diagnosis.
      ii. A description of any medical and/or behavioral symptoms associated with the disability.
      iii. Medications, dosage, frequency, and any adverse side effects attributable to use.
      v. A recommendation for accommodation(s).
2. **Specific Learning Disabilities**
   
   **A. Required Documentation**
   
   Submit a written diagnostic report of specific learning disabilities that is based on age appropriate, comprehensive, psycho educational evaluations using adult normed instruments.

   The assessment or evaluation which leads to the diagnosis must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, or educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities.

   An appropriate Psycho Educational Evaluation must include comprehensive measures in each of the following areas:
   
   i. **Aptitude:** evaluation must contain a complete intellectual assessment, with all sub-tests and standard scores reported.
      
      Examples Of Measures (including but not limited to):
      
      1. Wechsler Adult Intelligence Scale (WAIS-R)
      2. Stanford Binet Intelligence Scale
      3. Woodcock-Johnson Psycho-Educational Battery
      4. Kaufman Adolescent And Adult Intelligence Test

   ii. **Academic Achievement:** evaluation must contain a comprehensive achievement battery with all sub-tests and standard scores reported. The test battery should include current levels of functioning in the relevant area(s).
      
      Examples of Achievement (including but not limited to):
      
      1. Wechsler Individual Achievement Tests (WIAT)
      2. Woodcock-Johnson Psycho-Educational Battery
      3. Stanford Test of Academic Skills (TASK)
      4. Scholastic Abilities Test for Adults (SATA)

   iii. **Information Processing:** evaluation should assess specific information processing areas such as short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive function, and motor ability.
      
      Examples of Achievement (including but not limited to):
      
      1. Wechsler Individual Achievement Tests (WIAT)
      2. Woodcock-Johnson Psycho-Educational Battery
      3. Stanford Test of Academic Skills (TASK)
      4. Scholastic Abilities Test for Adults (SATA)

   **B. Diagnostic Report**
   
   The diagnostic report must include the following information:
   
   i. A diagnostic interview that addresses relevant historical information, past and current academic achievement, instructional foundation, past performance in areas of difficulty, age at initial diagnosis, and history of accommodations used in past educational settings and their effectiveness.
ii. A list of all instruments used in the test battery.
iii. Discussion of test behavior and specific test results.
iv. A diagnostic summary or statement with the following information:
   1. DSM-IV, including all five axes.
   2. A clear and direct statement that a learning disability does or does not exist, including a rule-out of alternative explanations for the learning problems. Terms such as "appears," "suggests," or "probable" used in the diagnostic summary statement do not support a conclusive diagnosis.
   3. A clear statement specifying the substantial limitations to one or more major life activities.
   4. A psychometric summary of scores.
   5. A recommendation for accommodations, including rationale.

Diagnosis of specific learning disabilities that do not contain psycho-educational measures may not be sufficient for determining eligibility for academic accommodations. For example, school plans such as individualized education plans (IEP) or 504 plans may not be sufficient documentation. DRS reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

3. **Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)**
   A. Required Documentation
      Submit a current diagnosis of attention deficit hyperactivity disorder (ADHD)/attention deficit disorder (ADD) that is based on appropriate diagnostic evaluations.
   B. Diagnostic Report
      Acceptable documentation must include:
      i. DSM-IV diagnosis, including all five axes
      ii. A summary or statement which includes the following information:
         1. A clear summary or statement specifying evidence of behavior that significantly impairs functioning, including degree of severity.
         2. A recommendation for accommodations, including rationale.

4. **Psychological/Psychiatric Disabilities**
   A. Required Documentation
      i. Depression and/or bipolar disorder
      ii. Generalized anxiety disorders
      iii. Post traumatic stress disorder
      iv. Psychotic disorders
      v. Autism spectrum disorder.
   B. Diagnostic Report
      If the diagnostic report is not current, a letter from a qualified professional that provides an update of the diagnosis may be requested.

      The diagnostic report must include the following:
      i. DSM-IV diagnosis, including all five axes
      ii. A diagnostic summary or statement that includes the following:
         1. A clear summary or statement that a disability does or does not exist.
2. A clear summary or statement specifying evidence of behavior that significantly impairs functioning including degree of severity.
3. A discussion of medications and their possible impact on academic functioning.

5. Neurological Disorders
   A. Required Documentation
      Disorders of the central and peripheral nervous system, including but not limited to:
      i. Acquired Brain Injury/Traumatic Brain Injury
      ii. Epilepsy/Seizure Disorder
      iii. Stroke
   B. Diagnostic Report
      Written statement of diagnosis:
      i. Current functional limitations
      ii. Information regarding current symptoms
      iii. Information regarding prescribed medication(s) and possible side effect and impact on student academic performance
      iv. Restrictions on activities imposed by the condition
      v. Where learning has been affected, a recent neuro-psychological evaluation is requested

6. Temporary Disabling Conditions
   A. Required Documentation
      Temporary disabling conditions as a result of surgery, accident, or serious illness may require accommodations for a limited time. Acceptable documentation must include:
      i. Written statement of diagnosis
      ii. List of current symptoms and degree of severity
      iii. Information regarding functional limitations and impact within an academic environment
      iv. Medications and possible side effects
      v. Duration of symptoms and estimated length of time services will be needed

The Maricopa County Community College District is an EEO/AA institution.