



DOCUMENTATION GUIDELINES FOR ACADEMIC ACCOMMODATIONS

In order to request and receive reasonable academic accommodations at Hood College, documentation must be submitted to the Disability Services Office that verifies the presence of a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. As disabilities vary, the required documentation will vary as well, therefore we have listed specific documentation recommendations for differing disabilities.

Requirements for all documentation, no matter the disability, include:

- A diagnostic statement identifying the disability
- Expected duration and progression of the condition
- A rationale and justification for all requested accommodations
- Documentation must be signed by a licensed medical professional (not family related) that can verify the ongoing, current or sustained diagnosis and/or treatment of the condition that accommodations are being requested
- Date of evaluation(s), name, title, professional credentials and contact information for the evaluator

A student that had a Section 504 plan or an IEP in high school may submit those as secondary documentation, but those alone will not qualify a student for accommodations.

Please note under some of the disability sections, a **Hood College Disability Verification** form can be completed by the medical professional.

If you are requesting Housing Accommodations, you will need to complete the Housing Accommodations Request form.

For questions regarding required documentation please reach out to the Office of Accessibility Services at AccessibilityServices@Hood.edu or 301-696-3421.

Acquired Brain Injury / Traumatic Brain Injury

- Neuropsychological evaluation that shows an evaluation of visual, auditory, intellectual, and language competence
- Evaluation should include a detailed summary that explains the impact of the disability on academic learning (and/or housing, if applicable), and recommended reasonable accommodations that directly relate to the impact of the disability

If housing accommodations are being requested in addition to academic accommodations, the Housing Accommodation Request form will need to be completed as well.

Attention Deficit Hyperactivity Disorder (ADHD)

- A comprehensive, psychoeducational or neuropsychological assessment that is scaled for adults (generally that means that evaluation date should be within the past three years or after the age of 16-years old). The assessment should include standard scores, standard deviations and percentiles.
- A psychiatric diagnosis per the DSM IV-TR or DSM-V TR showing evidence of current impairment
- Evaluation should include a detailed summary that explains the impact of the disability on academic learning, and recommended reasonable accommodations that directly relate to the disability impact, as well as medication side effects, if applicable.

A student that had a Section 504 plan or an IEP in high school may submit those as secondary documentation, but those alone will not qualify a student for accommodations.

The Hood College Disability Verification form would also be accepted.

Autism Spectrum Disorder

- A comprehensive, psychoeducational or neuropsychological assessment that is scaled for adults (generally that means that evaluation date should be within the past three years or after the age of 16-years old). The assessment should include standard scores, standard deviations and percentiles.
- Additional information that could be helpful: developmental history, social skills supports

Deaf or Hard of Hearing

- A comprehensive report from a licensed Audiologist detailing the functional limitations of the disability
- Specific accommodations recommended (i.e. ASL interpreter, transcription services, etc.)
- The age of acceptable documentation depends on the whether the condition is static or changing

If housing accommodations are being requested in addition to academic accommodations, the Housing Accommodation Request form will need to be completed as well.

Learning Disabilities

A comprehensive, psychoeducational or neuropsychological assessment that is scaled for adults (generally that means that evaluation date should be within the past three years or after the age of 16-years old).

It is understood that a diagnosis of a learning disability from elementary or middle school ages generally remain the same. However, it is most beneficial when the report is within three to five years because reasonable accommodations provided should directly correlate to the current impact of the student's abilities on academic performance and that may change over time. Additionally, in college student abilities are best assessed using adult scales.

A student that had a Section 504 plan or an IEP in high school may submit those as secondary documentation, but those alone will not qualify a student for accommodations without a comprehensive, current psychoeducational or neuropsychological documentation.

The report submitted must include clear and specific evidence and identification of a learning disability. The detailed summary should explain the impact of the disability on academic learning, and recommended reasonable accommodations that directly relate to the disability impact. Student preferred learning styles or "learning differences" do not constitute a learning disability. It is helpful for the diagnostician to rule out or provide alternative explanations for academic issues in learning such as emotional, attentional or motivational that do affect the student's ability in learning but do not constitute as a learning disability.

Professionals conducting the assessment and rendering a diagnosis of a specific learning disability must be licensed and qualified in the area of assessment of adolescents and adult LD populations.

Testing must be comprehensive. It is not acceptable to administer only one test for the purpose of a learning disability diagnosis. The areas that need to be assessed using adult scales on a psychoeducational or neuropsychological assessment include:

- **Aptitude:** Weschler Adult Intelligence Scale Revised (WAIS-R) is preferred; Woodcock-Johnson Psychoeducational Battery Revised: Tests of Cognitive Ability, the Stanford-Binet Intelligence Scale: Fourth Edition or the Scholastic Abilities Test for Adults (SATA) are all acceptable.
- **Achievement:** Assessment of abilities in math, writing and reading is required. Recommended tests include Woodcock-Johnson Psychoeducational Battery Revised: Tests of Achievement; Stanford Test of Academic Skills (TASK), Test of Written Language-2(TOWL) or the Nelson-Denny Reading Test.
- **Information Processing:** Areas that are required to be assessed include: short and long-term memory, sequential memory, auditory and visual / perception processing and processing speed. The subtest from WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.

Psychiatric & Psychological Disorders

- An evaluation by a qualified, licensed professional that states a specific diagnosis that corresponds to specific DSM-IV or DSM-V category. The documentation should not just list symptoms.
- Evaluation should include a detailed summary that explains the impact of the disability on academic learning, and recommended reasonable accommodations that directly relate to the disability impact, as well as medication side effects, if applicable.

The Hood College Disability Verification form would also be accepted.

If housing accommodations are being requested in addition to academic accommodations, the Housing Accommodation Request form will need to be completed as well.

Medical, Mobility & Chronic Health Related Disorders

- A report from a licensed medical professional detailing the disability diagnosis and functional limitations of the disability
- Expected duration and potential reasons the disability could flare or further impact the student that the disability services department should be aware of to assist in supporting the student (i.e. potential allergy interactions, classroom or residential location, self-testing needed)
- Specific accommodations recommended (i.e. academic and housing)
- The age of acceptable documentation depends on whether the condition is static or changing

The Hood College Disability Verification form would also be accepted.

If housing accommodations are being requested in addition to academic accommodations, the Housing Accommodation Request form will need to be completed as well.

Speech Impairments

- A report from a licensed medical professional (i.e. speech-language pathologist, neurologist, physician) detailing the disability diagnosis and functional limitations of the disability
- Evaluation should include a detailed summary that explains the impact of the disability on academic learning, and recommended reasonable accommodations that directly relate to the disability impact

Vision

- A comprehensive report from a licensed ophthalmologist detailing the functional limitations of the disability
- Specific accommodations recommended (i.e. Braille, vision-assistive technology, audio books, etc.)
- The age of acceptable documentation depends on whether the condition is static or changing

Non-Traditionally Aged Students

Students requesting accommodations who have not entered college directly after high school or within the past several years will be reviewed by the Disability Services Coordinator on a case-by-case basis. Documentation that is more than 3 years old may be accepted if: a) the documentation indicates the condition is static; b) if documentation is scaled for adults.

The Hood College Disability Verification form would also be accepted.