



## **CRITERIA FOR DISABILITY DOCUMENTATION**

Southern Union State Community College does not provide disability documentation for students. It is the student's responsibility to provide appropriate documentation to this office and to request accommodations. Appropriate documentation is being defined as that which meets the following criteria:

### **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...

1. Clearly stated diagnosis
2. Defined levels of functioning and any limitations
3. Current treatment and medication
4. Current letter/report (within 1 year); dated and signed

### **Psychological Disorder**

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

1. Clearly stated diagnosis (DSM-V criteria)
2. Defined levels of functioning and any limitations
3. Supporting documentation (i.e. test data, history, observations, etc.)
4. Current treatment and medication
5. Current letter/report (within 1 year) 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 specialists as appropriate) including:

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

### **Learning Disabilities (LD)**

1. A comprehensive evaluation report from a clinical psychologist, psychiatrist, neuropsychologist, school psychologist, learning disability specialist or diagnostician including:
  2. Clear statement of presenting problem, diagnostic interview
  3. Educational history documenting the impact of the learning disability
  4. Alternative explanations and diagnoses are ruled out
  5. Relevant test data with standard scores are provided to support conclusions, including at least:
    - o WAIS-R
    - o Woodcock-Johnson Psychoeducational Battery, including Written Language
    - o Woodcock-Johnson Cognitive Processing Battery to substantiate any processing problems
6. Clearly stated diagnosis or a learning disability based upon DMS-V criteria

7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional may also be taken into consideration when evaluating eligibility to receive accommodations for a learning disability diagnosis.

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

1. A comprehensive evaluation report from a physician, psychiatrist, clinical psychologist, neurologist, or neuropsychologist, including:
  2. A clear statement of presenting problem; diagnostic interview
  3. Evidence of early and current impairment in at least two different environments (comprehensive history)
  4. Alternative explanations and diagnosis are ruled out
  5. Relevant test data with standard scores are provided to support conclusions, including at least:
    - o WAIS-R
    - o Woodcock-Johnson Psychoeducational Battery-Revised, including Written Language
    - o Behavioral Assessment Instruments for ADD/ADHD normed on adults
6. Clearly stated diagnosis of ADD or ADHD based upon DSM-V criteria
7. Defined levels of functioning and any limitations, supported by evaluation data
8. Current report within three years dated and signed

Note: High School IEP, 504 Plan, and/or a letter from a physician or other professional may also be taken into consideration when evaluating eligibility to receive accommodations for an ADD or ADHD diagnosis. Medication cannot be used to imply a diagnosis.

It is the official policy of the Alabama State Board of Education and Southern Union State Community College that no person shall, on the grounds of race, color, disability, gender, religion, creed, national origin, marital status, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. Persons requiring reasonable accommodations under the Americans with Disabilities Act (ADA) should contact the Southern Union State Community College ADA Coordinator at (334) 745-6437, extension 5488.