



Services for Students with Disabilities Disability Documentation Guidelines

Montgomery County Community College is committed to providing equal access to its educational programs as mandated by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Reasonable accommodations for students with disabilities are made on a case-by-case basis and may require specific documentation. Please consult with Disability Services on either campus to determine if documentation will be required with which to evaluate your specific request for reasonable accommodation.

Disability documentation should confirm the existence of a disabling condition; identify current deficits that cause limitations, preferably in a college setting; and relate the current impact of the condition to the requested accommodations. Documentation must be on letterhead stationery, indicate the date of the most recent evaluations, and include the signature, title, and credentials of the evaluators or professionals who prepared the documentation. Types of documentation may include psychological, neuropsychological, psycho-educational, or psychiatric evaluations, Individual Educational Plans, 504 plans, Summaries of Performance, and letters from qualified medical and mental health professionals who are not related to the student. Physician's prescription pad notes are not acceptable.

The following disability categories are not exhaustive and students should always consult with Disability Services with respect to their specific request for reasonable accommodation and whether documentation will be required in their cases. **Please present these guidelines to the professional who will provide the College with the needed documentation.**

Learning Disability Documentation

Learning disability documentation, preferably within three years of enrollment at the college, should include current level of functioning in the following areas.

- Cognitive functioning
- Academic achievement in reading, writing, and mathematics
- Information processing; processing speed and fluency; memory; and executive functioning

The documentation should also include

- List of tests administered
- Summary of diagnostic interview and relevant history
- A clear statement diagnosing LD
- Data and analysis supporting the diagnosis, including standard scores and percentiles
- Discussion of processing strengths and weaknesses, and whether any deficits currently cause substantial limitations to academic functioning
- A rationale for recommended reasonable accommodations to compensate for deficits

Attention Deficit Hyperactivity Disorder (ADHD) Documentation

ADHD documentation, preferably within three years of enrollment at the college, should include the following.

- A clear statement diagnosing ADHD, level of severity, and date of most recent evaluation
- Description of the methods, criteria, and tests (if any) used to make the diagnosis
- Description of current symptoms that meet diagnostic criteria
- Summary of relevant history, evaluation findings, and impact on learning
- Discussion of whether current symptoms cause substantial limitations to learning
- A rationale for recommended reasonable accommodations to compensate for deficits

Psychological Disability Documentation (including Autism Spectrum Disorders)

Psychological disability documentation, preferably within three years of enrollment at the college, should include the following information.

- DSM diagnosis (if applicable), level of severity, and date of most recent evaluation
- Description of the methods, criteria, and tests (if any) used to make the diagnosis
- Description of current symptoms that meet diagnostic criteria
- Summary of relevant history, evaluation findings, and impact on learning
- Discussion of whether current symptoms cause substantial limitations to learning
- A rationale for recommended reasonable accommodations to compensate for deficits

Physical Disability, Chronic Medical Condition, Visual or Hearing Impairment

A student with a physical disability, chronic medical condition or visual or hearing impairment may be required to provide information to support a request for a reasonable accommodation. The documentation must be a written report of an evaluation by an appropriate professional (e.g. medical doctor, physical or occupational therapist, audiologist) relating the current impact of the condition to the requested accommodations. The following information should be included.

- A clearly stated diagnosis, level of severity, and date of the most recent examination
- Description of the methods, criteria, and tests (if any) used to make the diagnosis
- Summary of relevant history, examinations findings, and current symptoms
- Discussion of whether any manifestations of the condition currently cause substantial limitations to learning or functioning in a college environment
- The expected duration or progression of the condition
- A rationale for recommended reasonable accommodations to compensate for deficits

For information on policies and procedures for Services for Students with Disabilities, please contact the following offices.

Central Campus

Disability Services Center
College Hall 225
340 DeKalb Pike
Blue Bell, Pa 19422
(215) 641-6575
(215) 619-7183 FAX
disabilities@mc3.edu

West Campus

Coordinator of Services for
Students with Disabilities
Student Success Center
101 College Drive
Pottstown, PA 19464
(610) 718-1853
(610) 718-1837 FAX
westdisab@mc3.edu