

INFORMATION NEEDED FOR SPECIFIC MEDICAL CONDITIONS OR DISABILITIES

The next section of the guide provides further information on documentation guidelines for the following medical conditions, disabilities, or request for Sign Language Interpreting Services:

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| Learning Disabilities | Reading Disabilities (Dyslexia) |
| Math Disabilities (Dysgraphia) | Bipolar Disorders |
| Blind/Low Vision | Intellectual Disabilities |
| General Anxiety Disorder (GAD) or Panic Disorder | Head Injury/Traumatic Brain Injury (TBI) |
| Deaf or Hard of Hearing | |
| Guidelines for Documentation Needed to Arrange Sign Language Interpreting Services | |
| Psychiatric/Psychological Disabilities | Speech Disabilities |
| Asperger's Syndrome | Autism |
| Chronic Medical Conditions | Physical Impairments |
| ADD/ADHD Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder | |

Davidson County Community College Documentation Guidelines for Learning Disabilities

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable. The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities.

1) Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (*Current edition to date of the evaluation)

2) **Test Scores Reporting:** Standard scores and/or percentiles should be provided for all normal measurements. **Grade equivalents** are **not** acceptable unless standard score and percentiles are also included. **Dates of testing** must be included in the report.

3) **Testing must be current using the Adult-Based Norms** because the provision of all reasonable accommodations and services is based upon assessment of the current impact on the student's disabilities on his/her academic performance. Therefore, it is important for the student to provide recent and appropriate documentation.

4) **The evaluation must be performed by a qualified evaluator:** clinical or educational psychologists known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly stated in the report. Assessment from a physician, general practitioner, physician assistant, or registered nurse does **not** suffice. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

5) **Testing must state** that there is a learning disability. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of a learning disability.

6) **Testing must include** information about the functional limitations of the student. Assessment should indicate how the student's disability may affect his/her current participation in courses, programs, services, or any other activity of the college. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

All documentation is confidential and should be submitted to:

**Davidson County Community College
Office of Disability Services, Brooks Student Center
PO Box 1287
Lexington, NC 27293
Fax: (336) 249-0379 or Office: (336) 249-8186 ext. 6342**

Davidson County Community College Documentation Guidelines for Reading Disabilities (Dyslexia)

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable. The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities.

1) Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (*Current edition to date of the evaluation)

2) Test Scores Reporting: Standard scores and/or percentiles should be provided for all normal measurements. **Grade equivalents** are **not** acceptable unless standard score and percentiles are also included. **Dates of testing** must be included in the report.

3) Testing must be current using the Adult-Based Norms because the provision of all reasonable accommodations and services is based upon assessment of the current impact on the student's disabilities on his/her academic performance. Therefore, it is important for the student to provide recent and appropriate documentation.

4) The evaluation must be performed by a qualified evaluator: clinical or educational psychologists known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly stated in the report. Assessment from a physician, general practitioner, physician assistant, or registered nurse does **not** suffice. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

5) Testing must state that there is a reading disorder. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of a reading disorder.

6) Testing must include information about the functional limitations of the student. Assessment should indicate how the student's disability may affect his/her current participation in courses, programs, services, or any other activity of the college. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

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Davidson County Community College Documentation Guidelines for Math Disabilities (Dysgraphia)

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Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable. The following guidelines describe the necessary components of acceptable documentation for students with learning disabilities.

1) Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable.

(*Current edition to date of the evaluation)

2) Test Scores Reporting: Standard scores and/or percentiles should be provided for all normal measurements. **Grade equivalents** are **not** acceptable unless standard score and percentiles are also included. **Dates of testing** must be included in the report.

3) Testing must be current using the Adult-Based Norms because the provision of all reasonable accommodations and services is based upon assessment of the current impact on the student's disabilities on his/her academic performance. Therefore, it is important for the student to provide recent and appropriate documentation.

4) The evaluation must be performed by a qualified evaluator: clinical or educational psychologists known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly stated in the report. Assessment from a physician, general practitioner, physician assistant, or registered nurse does **not** suffice. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

5) Testing must state that there is a math disorder. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of a math disorder.

6) Testing must include information about the functional limitations of the student. Assessment should indicate how the student's disability may affect his/her current participation in courses, programs, services, or any other activity of the college. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

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Davidson County Community College
Documentation Guidelines for
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder

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Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. A student requesting accommodations on the basis of Attention Deficit Disorder (ADD) and Attention Deficit-Hyperactivity Disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.) Recommended documentation includes:

1. Evaluations must be comprehensive. Documentation must show the **DSM-IV-TR Code** for attention deficit/hyperactivity disorder. Evidence of current impairment, which have been present for at least the past six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
2. Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and may result in behaviors mimicking ADHD/ADD. (**Use the Guidelines for Documentation of Learning Disabilities to complete this documentation**)
3. Documentation must give clear and specific evidence of attention deficit/hyperactivity disorder. A brief statement on a **prescription form** is **not** acceptable.
4. A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
5. Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
6. Regarding medication, Please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
7. The professional conducting assessment and rendering diagnosis of attention deficit/hyperactivity disorder must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Davidson County Community College Documentation Guidelines for Bipolar Disorder

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Bipolar Disorder must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.) Recommended documentation includes:

- 1) Evaluations must be comprehensive. Documentation must include the **DSM-IV-TR code** for Bipolar Disorder. Evidence of current impairment, which have been present for at least the past six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified. Regarding medication, please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
- 2) Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and may result in behaviors as a result of Bipolar Disorder. (Use the **Guidelines for Documentation of Learning Disabilities to complete this documentation**)
- 3) Documentation must give clear and specific evidence of Bipolar Disorder. A brief statement on a **prescription form** is **not** acceptable.
- 4) A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) The professional conducting assessment and rendering diagnosis of Bipolar Disorder must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Davidson County Community College Documentation Guidelines for Blind or Low Vision

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: Documentation must be current. The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Blind or Low Vision must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of knowledge of blind and low vision. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are not sufficient documentation.) **Recommended documentation includes:**

- 1) Students requesting accommodations on the basis of low vision or blind must provide documentation consisting of:
 - (a) An ocular assessment or evaluation from a licensed ophthalmologist, or a low-vision evaluation of residual visual function **and**
 - (b) An assessment of functionally limiting manifestations of the disabling condition.
- 2) There may be a request for a neuropsychological or psycho-educational assessment that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and document the accommodations requested. **(Use the Guidelines for Documentation of Learning Disabilities to complete this documentation.)**
- 3) Documentation must give clear and specific evidence of blind or low vision. A brief statement on a **prescription form** is **not** acceptable.
- 4) Medical information relating to the student's needs and the status of the student's vision (static or changing) and its impact on the demands of the academic program.
- 5) Narrative or descriptive text providing both quantitative and qualitative information about the student's ability including the use of corrective lenses or glasses and ongoing visual therapy.
- 6) A medical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) describes any functionally limiting manifestations of the condition(s) relevant to participation in any aspect of college life.
- 7) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 8) The professional conducting assessment and rendering diagnosis of blind or low vision must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. Documentation by family members, immediate or otherwise, is **not** acceptable.

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Davidson County Community College Documentation Guidelines for General Anxiety Disorder (GAD)

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of General Anxiety Disorder (GAD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.) Recommended documentation includes:

- 1) Evaluations must be comprehensive. Documentation must show the **DSM-IV-TR Code** for General Anxiety Disorder (GAD). Evidence of current impairment, which have been present for at least the past six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- 2) Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and may result in behaviors mimicking General Anxiety Disorder (GAD). (**Use the Guidelines for Documentation of Learning Disabilities to complete this documentation**)
- 3) Documentation must give clear and specific evidence of General Anxiety Disorder (GAD). A brief statement on a **prescription form** is **not** acceptable.
- 4) A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) Regarding medication, Please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
- 7) The professional conducting assessment and rendering diagnosis of General Anxiety Disorder (GAD) must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Davidson County Community College Documentation Guidelines for Panic Disorder

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Panic Disorder must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.) Recommended documentation includes:

- 1) Evaluations must be comprehensive. Documentation must show the **DSM-IV-TR Code** for Panic Disorder. Evidence of current impairment, which have been present for at least the past six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- 2) Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and may result in behaviors mimicking Panic Disorder. (**Use the Guidelines for Documentation of Learning Disabilities to complete this documentation**)
- 3) Documentation must give clear and specific evidence of Panic Disorder. A brief statement on a **prescription form** is **not** acceptable.
- 4) A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) Regarding medication, Please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
- 7) The professional conducting assessment and rendering diagnosis of Panic Disorder must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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**Davidson County Community College
Documentation Guidelines for Head Injury or
Traumatic Brain Injury (TBI)**

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Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Head Injury or Traumatic Brain Injury (TBI) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.) Recommended documentation includes:

- 1) Evaluations must be comprehensive. Documentation must show the **DSM-IV-TR Code** for Head Injury or Traumatic Brain Injury (TBI). Evidence of current impairment, which must be currently present, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- 2) Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and may result in behaviors from Head Injury or Traumatic Brain Injury (TBI). **(Use the Guidelines for Documentation of Learning Disabilities to complete this documentation)**
- 3) Documentation must give clear and specific evidence of Head Injury or Traumatic Brain Injury (TBI). A brief statement on a **prescription form** or **letterhead** is **not** acceptable.
- 4) A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) Regarding medication, Please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
- 7) The professional conducting assessment and rendering diagnosis of Head Injury or Traumatic Brain Injury (TBI) must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Davidson County Community College Documentation Guidelines of Deaf or Hard of Hearing

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Current Documentation: Documentation must be current. The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Deaf or Hard of Hearing must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of knowledge of deaf or hard of hearing. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are not sufficient documentation.) Recommended documentation includes:

- 1) Students who are deaf or hard of hearing must provide documentation consisting of:
 - (a) An audiological evaluation and/or audiogram; **and**
 - (b) An interpretation of the functional implications of the diagnostic data.
- 2) There **may** be a request for a neuropsychological or psycho-educational assessment that have test scores to rule out possible learning disability diagnoses to provide academic accommodation requests. **(Use the Guidelines for Documentation of Learning Disabilities to complete this documentation)**
- 3) Documentation must give clear and specific evidence of being deaf or hard of hearing. A brief statement on a **prescription form** is **not** acceptable.
- 4) Medical information relating to the student's needs and the status of the student's hearing (static or changing) and its impact on the demands of the academic program.
- 5) A statement regarding the use of hearing aids or cochlear implants (if appropriate).
- 6) A medical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) describes any functionally limiting manifestations of the condition(s) relevant to participation in any aspect of college life.
- 7) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 8) A medical statement if there is a need of a sign language interpreter and if the student is knowledgeable of the American Sign Language.
- 9) The professional conducting assessment and rendering diagnosis of being deaf or hard of hearing must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Guidelines for Documentation Needed to Arrange Sign Language Interpreting Services

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Sign Language Interpreting Services are arranged for students who are registered with the Disability Services Office by providing:

Current Documentation: Documentation must be current.

The following guidelines describe the necessary components of acceptable documentation for students that are deaf or hard of hearing. Students are encouraged to provide their licensed professional with a copy of these guidelines.

- 1) Students who are deaf or hard of hearing must provide documentation consisting of:
 - (a) An audiological evaluation and/or audiogram; **and**
 - (b) An interpretation of the functional implications of the diagnostic data.
- 2) A medical statement documenting the need of a sign language interpreter and if the student is knowledgeable of the American Sign Language.
- 3) The professional conducting assessment and rendering diagnosis of being deaf or hard of hearing must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

After the student is registered with the Disability Services Office, arrangements can start to fulfill the request.

1. The process to arrange **Sign Language Interpreting Services may take up to eight (8) weeks to confirm.** Therefore, if a student chooses not to inform the Disability Services Offices at least eight (8) weeks prior to the need of the service, there could be a substantial delay in services.
2. Students are responsible for providing the courses and events that they need the Sign Language Interpreting Services.
3. Adding a course will delay the Sign Language Interpreting Services.
4. Students are also responsible for informing the Disability Services Office when they drop courses or drop out of Davidson County Community College.
5. Students must complete the “Request for Sign Language Interpreting Services” form for all sign language interpreting needs.
6. When a student who utilizes interpreters is unable to attend class due to illness or other reason, they must notify Sign Language Interpreting Service, Sign Language Interpreter, and the Disability Services Office within at least a 48 business-hour advance notice.
 - a. At least a 48 business-hour advance notice is required to cancel interpreting services without a penalty.
 - b. Students may be subject to suspension of services when the no-show behavior occurs the third time in a semester unless he/she can provide a good reason (ex: hospitalization). The student can have a volunteer notetaker in class for the rest of the semester. If this student violates this attendance policy two semesters in a row, the student will have to meet with the Disability Services Advisory Board in order to re-establish Sign Language Services. For future classes the student can take on-line classes.
 - c. Students who do not comply with the instructor’s attendance policy will be dropped from the course and the Sign Language Interpreting Services will be cancelled.
7. Students must also notify Sign Language Interpreting Service, Sign Language Interpreter, and the Disability Services Office of class scheduling changes, including room location changes, course selection changes, or class time changes.

Davidson County Community College Documentation Guidelines of Psychiatric Disabilities/Psychological Disabilities

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Psychiatric Disabilities or Psychological Disabilities must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disabilities – e.g., licensed clinical psychologist, neuropsychologist, psychiatrist, and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not sufficient documentation.) Recommended documentation includes:**

- 1) Evaluations must be comprehensive. Documentation must show the **DSM-IV-TR Code** for Psychiatric Disabilities or Psychological Disabilities. Evidence of current impairment, which have been present for at least the past six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
- 2) Neuropsychological or psycho-educational assessments that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual. (Use the **Guidelines for Documentation of Learning Disabilities to complete this documentation**)
- 3) Documentation must give clear and specific evidence of Psychiatric Disabilities or Psychological Disabilities. A brief statement on a **prescription form** is **not** acceptable.
- 4) A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, and (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) Regarding medication, please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
- 7) The professional conducting assessment and rendering diagnosis of Psychiatric Disabilities or Psychological Disabilities must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

All documentation is confidential and should be submitted to:

**Davidson County Community College
Office of Disability Services, Brooks Student Center
PO Box 1287
Lexington, NC 27293
Fax: (336) 249-0379 or Office: (336) 249-8186 ext. 6342**

Davidson County Community College Documentation Guidelines for Speech Disabilities

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Speech Disabilities must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of knowledge of speech disabilities – e.g., licensed speech/language pathologists, and other relevantly trained evaluators. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.)

Recommended documentation includes:

- 1) Students requesting accommodations on the basis of a speech/language disability must provide documentation consisting of:
 - a. A clearly written statement of the disability diagnosed by a qualified professional trained in this area (e.g., speech/language pathologist **and**
 - b. A summary of the various evaluation tools used in determining the specific disability, and
 - c. A summary of present symptoms and how these symptoms affect the student's functioning, specifically in relation to the postsecondary environment.
- 2) There may be a request for a neuropsychological or psycho-educational assessment that have information and/or test scores to rule out possible diagnoses including medical and psychiatric disabilities as well as educational factors which impact the individual and document the accommodations requested. **(Use the Guidelines for Documentation of Learning Disabilities to complete this documentation)**
- 3) Documentation must give clear and specific evidence of the speech disabilities. A brief statement on a **prescription form** is **not** acceptable.
- 4) A medical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) describes any functionally limiting manifestations of the condition(s) relevant to participation in any aspect of college life.
- 5) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
- 6) The professional conducting assessment and rendering diagnosis of speech disabilities must be qualified to do so. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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Davidson County Community College Documentation Guidelines for Asperger's Syndrome

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Asperger's Syndrome documentation must include all of the following elements:

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The evaluation must be performed by a qualified individual: The assessment must be provided by a licensed professional qualified to make the evaluation, such as a developmental medical doctor or licensed psychologist. Assessment from a general practitioner, physician assistant, or registered nurse does not suffice. (Documentation by family members, immediate or otherwise, is not acceptable.)

Documentation should be comprehensive and must include the following:

1) Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (***Current edition to date of the evaluation**)

2) **Specific Diagnosis:** Comprehensive neuropsychological examination. This should not merely refer to symptoms but demonstrate that a specific DSM-IV-TR code and criteria have been met.

3) **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

4) **Current Social/Emotional Functioning** if not in neuropsychological evaluation, then by a separate evaluator.

All documentation is confidential and should be submitted to:

**Davidson County Community College
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PO Box 1287

Lexington, NC 27293

Fax: (336) 249-0379 or Office: (336) 249-8186 ext. 6342

Davidson County Community College Documentation Guidelines for Autism

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Autism documentation must include all of the following elements:

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable.

The evaluation must be performed by a qualified individual: The assessment must be provided by a licensed professional qualified to make the evaluation, such as a developmental medical doctor or licensed psychologist. Assessment from a general practitioner, physician assistant, or registered nurse does not suffice. (Documentation by family members, immediate or otherwise, is not acceptable.)

Documentation should be comprehensive and must include the following:

1) Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed and must include a review of academic record.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (***Current edition to date of the evaluation**)

2) **Specific Diagnosis:** Comprehensive neuropsychological examination. This should not merely refer to symptoms but demonstrate that a specific DSM-IV-TR code and criteria have been met.

3) **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

4) **Current Social/Emotional Functioning** if not in neuropsychological evaluation, then by a separate evaluator.

All documentation is confidential and should be submitted to:

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Davidson County Community College Documentation Guidelines for Chronic Medical Conditions

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: Documentation must be current.

Nonspecific disabling injuries include but are not limited to all chronic health conditions (asthma, diabetes, sickle cell anemia, etc.), orthopedic injuries or impairments or any other condition which substantially limits a student's participation academically.

(A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are not sufficient documentation.)

Students requesting accommodations on the basis of other nonspecific disabling injuries and conditions must provide documentation consisting of:

- **Medical or other licensed professional describing the nature of the condition including information pertaining to the history, expected course of treatment, and limitations resulting from the conditions or treatments.**
- **Documentation must be recent in order to assess the current impact on academic functioning. The current documentation needed is assessed on a case by case basis by the Disability Services Office Counselor.**
- **Documentation must be comprehensive and establish clear evidence of a significant impact on academic functioning.**
- **Documentation must be relevant to requested accommodations.**

Recommended documentation includes:

1) Documentation must give clear and specific evidence of chronic medical conditions. A brief statement on a **prescription form** is **not** acceptable.

2) Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**

3) Regarding medication, Please provide information about the effects of medication, which may have an impact on the student's abilities to perform.

4) The professional conducting assessment and rendering diagnosis of chronic medical condition must be qualified to do so and the person who treats the condition. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

All documentation is confidential and should be submitted to:

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Davidson County Community College Documentation Guidelines for Intellectual Disability

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: means the evaluator must use adult based norms to conduct the evaluation. Child-Based norms are **not** acceptable. The following guidelines describe the necessary components of acceptable documentation for students with intellectual disabilities.

Testing must involve a comprehensive psycho-educational evaluation. The following must be assessed.

Aptitude: The Weschler Adult Intelligence Scale* with subtest scores is a preferred instrument. The Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* or the Stanford-Binet Intelligence Scale* are acceptable.

Achievement: Assessment of academically ability in the areas of reading, writing, and math is required. Suggested instruments include: Woodcock-Johnson Psycho-Educational Battery *Tests of Achievement; Stanford Test of Academic Skills (TASK), or other specific achievement tests such as The Test of Written Language (TOWL)*, Woodcock Reading Mastery Tests*, or the Stanford Diagnostic Mathematics Test*. The Wide Range Achievement Test is **not** suitable as a sole measure of achievement.

Information Processing: Specific areas of information (e.g., short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Use of the subtests from the Weschler Adult Intelligence Scale* or the Woodcock-Johnson Psycho-Educational Battery Test of Cognitive Ability* are acceptable. (*Current edition to date of the evaluation)

Adaptive Behavior: The adaptive behavior is administered by a psychologist requesting a meeting with the people who know the student's ability to take care of themselves and individually ask questions from a standard protocol. The protocol is scored and the scores have to be in the range of the ability score.

1) Test Scores Reporting: Standard scores and/or percentiles should be provided for all normal measurements.

Grade equivalents are **not** acceptable unless standard score and percentiles are also included. **Dates of testing** must be included in the report.

2) Testing must be current using the Adult-Based Norms because the provision of all reasonable accommodations and services is based upon assessment of the current impact on the student's disabilities on his/her academic performance. Therefore, it is important for the student to provide recent and appropriate documentation.

3) The evaluation must be performed by a qualified evaluator: clinical or educational psychologists known to specialize in learning disabilities. Information about their professional credentials, including licensing and certification, and their areas of specialization must be clearly stated in the report. Assessment from a physician, general practitioner, physician assistant, or registered nurse does **not** suffice. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

4) Testing must state that there is an intellectual disability. Terms such as "learning problems," "learning differences," "weaknesses," etc. are not the equivalent of an intellectual disability.

5) Testing must include information about the functional limitations of the student. Assessment should indicate how the student's disability may affect his/her current participation in courses, programs, services, or any other activity of the college.

All documentation is confidential and should be submitted to:

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Lexington, NC 27293
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Davidson County Community College Documentation Guidelines For Physical Disabilities

Students are required to provide their evaluator with a copy of these guidelines. It is the responsibility of the student to give the evaluator a copy of this guideline. Davidson County Community College or the evaluator cannot be held responsible for the assessments not being acceptable documentation if the student fails to give the evaluator this guideline.

Current Documentation: Documentation must be current.

The following guidelines are provided to assist the college in collaboration with each student to determine reasonable accommodations. Documentation serves as a foundation that legitimizes a student's request for reasonable accommodations. Student requesting accommodations on the basis of Physical Disabilities must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and other relevantly trained medical doctors. (A school plan such as an Individualized Educational Plan [IEP], Summary of Performance [SOP], or 504 Plan are **not** sufficient documentation.)

Recommended documentation includes:

1. Evaluations must be comprehensive. Documentation must state the Physical Disabilities. Evidence of current impairment, which must be currently present for at least six months, and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
2. Documentation must give clear and specific evidence of Physical Disabilities. A brief statement on a **prescription form** is **not** acceptable.
3. A clinical summary which: (a) indicates the substantial limitations to major life activities posed by the disability, (b) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and (c) describes any functionally limiting manifestations of the condition(s) relevant to participation in any aspect of college life.
4. Documentation should reflect the current level of functioning and is dependent on the condition, the current status of the student and the student's request for reasonable accommodations. **Suggestions of reasonable accommodations are necessary. These suggestions should be linked to the impact of the disability.**
5. Regarding medication, please provide information about the effects of medication, which may have an impact on the student's abilities to perform.
6. The professional conducting assessment and rendering diagnosis of Physical Disabilities must be qualified to do so and the person who treats the condition. The person who signs the report must be the one who conducts the evaluation and writes the report. (Documentation by family members, immediate or otherwise, is **not** acceptable.)

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DOCUMENTATION OF TEMPORARY CONDITION

Students requesting services for a temporary condition at Davidson County Community College must provide current documentation.

As the diagnosing professional, please **fully complete all sections of this form.** Additional reports, information, or narrative can be attached if appropriate.

Please note: All information that you provide may be shared with this student unless clearly marked otherwise. Thank you for your assistance.

TO BE COMPLETED BY THE STUDENT RELEASE OF INFORMATION

I, _____, hereby authorize the release of the following

Student Name (Please Print)

information to the Disability Services Office at Davidson County Community College for the purpose of determining my eligibility and services.

Student's Signature

Date

ONLY TO BE COMPLETED BY THE DIAGNOSING PROFESSIONAL

Student Name: _____

I. Diagnosis

Primary Diagnosis _____ **Code** _____

Date of Diagnosis _____ Date of Last Evaluation _____

What is the expected duration? _____

Secondary Diagnosis _____ **Code** _____

Date of Diagnosis _____ Date of Last Evaluation _____

What is the expected duration? _____

Other Diagnosis _____ **Code** _____

Date of Diagnosis _____ Date of Last Evaluation _____

What is the expected duration? _____

II. Treatment

Date of Last Visit: _____ How often do you provide treatment? _____

Other Providers and frequency? _____

Prescribed Medications

Side Effects

III. Limitations/Restrictions

List below the limitations/restrictions caused by the medical condition, how often the limitations/restrictions occur, how long they last, and the severity of each. (e.g. difficulty walking, 24 hrs., moderate severity; no use of dominant hand, daily 24 hours)

Restrictions/Difficulties

Frequency/Duration (daily, weekly, monthly/#hrs, days, etc.)

Severity (mild, moderate, severe)

Which services, if any, do you recommend? (This is for informational purposes only. If required, DCCC will determine the appropriate services.)

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Incomplete or missing information can prevent or delay necessary services. This form must be completed and signed by the qualified professional who performed the evaluation and made the diagnosis.

To avoid delay, also fax us a copy to (336) 249-0379

Please mail the signed original form.

All documentation is confidential and should be submitted to:

Davidson County Community College:

Office of Disability Services, Brooks Student Center

PO Box 1287

Lexington, NC 27293

Fax: (336) 249-0379 or Office: (336) 249-8186 ext. 6342

