



Learning Disabilities

An acceptable diagnosis should include, but is not limited to, results from the following:

- A. Aptitude Assessment:** The Wechsler Adult Intelligence Scale-Revised (WAIS-R) test.
- B. Achievement Assessment:** The Woodcock Johnson test of achievement. Additional academic batteries that include academic functioning in the areas of written and oral language, mathematics, and reading (comprehension and decoding) may be included for consideration.
- C. Information Processing and Communication Assessments:** Assessments measuring verbal expression and memory, receptive language, sequential memory, auditory and visual processing speed, and fine motor functioning should be provided.
- D. IEP:** A high school IEP will be accepted as documentation to provide basic accommodations (use of a tape recorder; test in a quiet, monitored environment; extra time on tests, and extra time on in-class assignments) on an individualized basis.

MPR-DRAFT-2-4-09

Contact Information

Dale Mabry Campus

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813.259.6035

Brandon Campus

BSSB 109
813.253.7914

Ybor City Campus

YFAC 109
813.253.7757

Plant City Campus

PTSU 113
813.757.2209

HCC-MacDill Center

BSSB 109
813.253.7914

SouthShore Center

Student Services Area
813.253.7000 X 5732

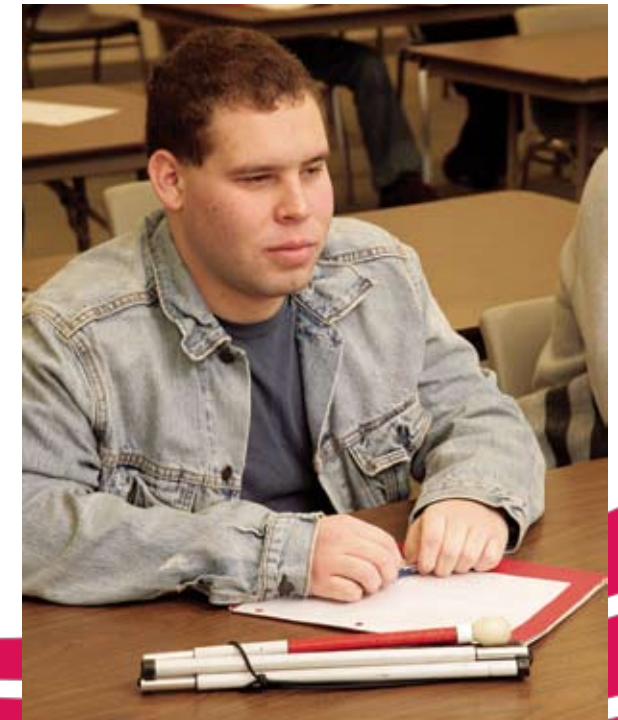
Note: These guidelines are applicable to Hillsborough Community College only. Other colleges or universities may require additional documentation.



Hillsborough Community College

Office of Services for Students with Disabilities

Disabilities Documentation Guidelines



To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disability Act (ADA) of 1990 (ADA).

The ADA defines an individual with a disability as someone who:

- Has a physical or mental impairment that substantially limits one or more major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.

The existence of a disability does not, in itself, necessitate the provision of accommodations. Eligibility for accommodations/services is determined on an individual basis. An accommodation is designed to compensate the impact of a student's specific disability. Certain guidelines are in place to ensure that appropriate documentation is received in order to provide appropriate and relevant accommodations.

It is the student's responsibility to provide current and complete documentation from a licensed professional. If the documentation is acceptable then the Office of Services for Students with Disabilities (OSSD) will determine appropriate accommodations at that time through an interactive process with the student.

Documentation varies depending on the specific disability and each student's documentation is individually reviewed and may vary from class to class. If the OSSD determines the presented documentation to be incomplete, vague, or out dated, the student must provide additional, appropriate documentation before services can be provided.

PLEASE NOTE: The determination of accommodations is at the discretion of the OSSD at HCC. Such accommodations may not reflect the accommodations provided in the K-12 system, nor is there a guarantee that such accommodations would transfer to another higher education institution.

Basic Documentation Guidelines

1. Professionals conducting the assessment must be qualified to do so. Information describing the certification and/or licensure of the individuals should be included.
2. Documentation should be recent and in the form of a physician's letter, medical report, psychological evaluation, or high school IEP/504 plan.
3. Documentation must be dated, typed, signed, in English or translated into English by a qualified professional, and on the letterhead of the professional conducting the assessment.
4. A diagnostic statement identifying the disability and date of the current diagnostic evaluation must be clearly stated.
5. The diagnostic report should provide a description of the current functional impact of the disability. In addition, it should also include a profile of the strengths and weaknesses and how this relates to academic limitations.
6. The identity and effectiveness of treatments, medications, and/or assistive devices currently prescribed or in use should be included in the report, including significant side effects that may impact physical, perceptual, behavioral, or cognitive performance.
7. If the disability is not permanent, then expected progression of the disability should be included.
8. The report should include any recommended accommodations or auxiliary aids and the conditions for which they are used. Any recommendations that are fully supported through documentation and are congruent with our departmental services will be given consideration.
9. **Doctor's Prescription Pad Notes Will NOT Be Accepted!**

Additional Documentation Guidelines

A comprehensive evaluation following the basic guidelines from one of the following qualified professionals is required.

Hearing Impairment

- Diagnostician: audiologist
- Documentation: evaluation from audiologist

Visual Impairment

- Diagnostician: ophthalmologist, optometrist
- Documentation: evaluation from ophthalmologist or optometrist

Speech Impairment

- Diagnostician: speech pathologist
- Documentation: evaluation from speech pathologist

Physical Impairment/Medical Condition

- Diagnostician: appropriate physician qualified to make the diagnosis
- Documentation: formal letter from suggested diagnostician

Psychological/Emotional Disorder

- Diagnostician: psychologist, psychiatrist, LMHC, nurse practitioner, or medical doctor
- Documentation: a comprehensive evaluation to include the condition and functional limitations and to be diagnosed as defined in the DSM-IV

Attention Deficit Hyperactivity Disorder (ADHD)

- Diagnostician: medical doctor, psychologist, or psychiatrist
- Documentation: formal letter from diagnostician

Autism/Asperger Spectrum

- Diagnostician: psychologist, psychiatrist, neurologist, speech pathologist, or medical doctor
- Documentation: psychological evaluation or formal letter from diagnostician