

Accessibility & Disability Services Documentation Guidelines

MICA is committed to providing equal access to educational opportunities to qualified students with documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

To receive accommodations, a student must first register with Accessibility and Disability Services (ADS) which includes completing an online application form and submitting current documentation that states the student's disability, details the current functional limitations of that disability, and explains the need for accommodations recommended.

Disability Documentation Guidelines

Documentation required by MICA may vary according to the type of disability. The Director of Accessibility & Disability Services reserves the right to determine eligibility based on the submitted documentation. Further, MICA reserves the right to request additional documentation in order to consider any accommodation request. All documentation is kept strictly confidential, as required by law.

Before any accommodation may be approved, ADS must have complete documentation on file for a student. Complete documentation must **be provided by a licensed, qualified provider*, be typed on the provider's official letterhead, include a date, and the provider's signature.**

Additionally, documentation must include all aspects of the following:

1. The credentials of the evaluator, including name, title, and license number.
2. A diagnostic statement identifying the disability.
3. A description of the diagnostic methodology used.
4. A description of the current functional limitations.
5. A description of the expected progression or stability of the disability. Documentation should also note the status of the individual's impairment (static or progressive).
6. A description of current and past accommodations, services, and/or medications.
7. Recommendations for accommodations based on current functional limitations.

*Documentation may not be provided by a relative of the student.

Disabilities are typically lifelong conditions; therefore, disability documentation should be current and relevant but not necessarily *recent*. Current documentation is dependent on the student's individual situation and the nature of the student's request for accommodations. Disabilities that are sporadic or change over time may require more frequent evaluations. The recency of the documentation depends on the facts and circumstances of the student's disability and the accommodations requested.

Because each MICA student is different, ADS staff ensure consistency by applying a consistent process rather than requiring the same information from each student. ADS' process will consistently evaluate the student's self-report and available external documentation within the context of the barriers to be eliminated by the requested accommodation.

Changes in a disability and/or changes in how the disability impacts the student as a result of growth and development may warrant more frequent updates in order to provide an accurate picture. Additionally, if changes in accommodations are needed, updated documentation may be required.

Additional Information for Neurocognitive Disabilities

ADS may request additional information should the correlation between the requested accommodation and functional limitation not be apparent. While typically, neither a diagnostic statement nor a school plan, such as an Individualized Educational Program (IEP) or 504 Plan, is sufficient documentation, this information may be helpful in establishing a history of accommodations and/or establish a disability. However, it may not be sufficient documentation to determine the student's current functional limitations in a post-secondary setting. If these documents detail the current impact of the disability and identify a connection between the disability and the accommodation, ADS staff may be able to use the presented information in combination of an individual interview to determine reasonable accommodations.

A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of severity, frequency and pervasiveness of the disability

