



Documentation Guidelines

Texas Tech University Health Sciences Center Student Disability Services uses the AHEAD (Association on Higher Education and Disability) Standards and Best Practices for requiring documentation of a disability.

: Because the provision of accommodations and services is based upon assessment of the current impact of the condition(s) on academic performance and access to educational activities, it is in an individual's best interest to provide recent and appropriate documentation. Furthermore, using diagnostic information as a tool in reviewing requests for accommodation is different than using it for treatment.

Documentation provided by a student is the indicator of needs and provides background of the specific student . While the initial intake meeting and interview he eligibility in terms of basic academic accommodations, documentation is particularly valuable in the establishment of more extensive accommodations.

It is the student's responsibility to initiate contact with the Office of Student Disability Services to provide appropriate documentation of the disability and related functional limitations for which they are requesting accommodations. This process follows guidelines of the Americans with Disabilities Act (ADA), the ADA Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973, and is designed to ensure reasonable, appropriate accommodations are provided to qualified students in a timely manner. Diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations.

The following documentation guidelines, in conjunction with information gathered from the student, serve as a baseline for establishing reasonable accommodations. These standards are preferred by Student Disability Services in order to make the optimal decision on reasonable accommodations.

- ◁ A clear diagnostic statement that describes how the condition was diagnosed, information about the functional impact or limitation of condition, level of severity, and length of existence provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated.
- ◁ All documentation should be on official letterhead, typed, and signed by the professional. It should Diagnosis written on prescription pads, handwritten, or stamped signature are not generally accepted. ARD minutes and IEPs may be s history, but not typically stand-alone documentation.
- ◁ Suggestions or appropriate recommendations of reasonable accommodations (such as note taker, extended testing time, sign language interpreter, etc.) are necessary for equal access in the academic environment. (Note: This does not ensure specific accommodations will be provided.)
- ◁ Common sense and discretion will be used in accepting older documentation of conditions that are permanent or non-varying.

In order to meet the criteria of a person with a disability under federal law, a person must provide documentation of how their impairment substantially limits one or more life activities. Requests for any and all accommodations will be reviewed on a case-by-case basis with approval being based on two factors: 1) Was the accommodation requested appropriate? 2) Is it reasonable? The SDS staff should be able to review

the demands of their academic program or clinical requirement Accommodations are designed to allow the student to meet the same essential elements of their selected program that are required of all students, with or without a disability.

ADD/ADHD

Learning Disability