

Documentation Guidelines for TCU Students with Disabilities

Physical and Systemic Illness/Injury

Physical disabilities and/or systemic illnesses are considered to be in the medical domain and require the expertise of a physician. The diagnosing professional should be a neurologist, psychiatrist, or other medical specialist with experience and expertise in the area for which accommodations are being requested. Additionally, the diagnostician must be an impartial individual who is not related to the student.

The University requires comprehensive documentation of the student's disability in order to fully evaluate requests for accommodations and to determine eligibility for services. Documentation should be presented to the Coordinator of Services for Students with Disabilities. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable state and federal laws. Appropriate University professional(s) shall review documentation to verify the existence of a disability and to determine appropriate accommodations.

Comprehensive documentation includes, but is not limited to, the following information:

1. Clearly stated medical diagnosis regarding the physical and/or systemic illness/injury
2. Description of the current impact the physical and/or systemic illness/injury has on the student's functioning. The age of acceptable documentation is dependent upon the disabling condition, the student's request for accommodations, and the current status of the student; disabilities that are sporadic or degenerative may require additional documentation.
3. Summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores, if applicable
4. Description of present symptoms that meet the criteria for diagnosis
5. Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment
6. Statement of the functional impact of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested

If co-existing learning disabilities or other disabling conditions are indicated, further assessment by an appropriate professional may be required. The student and the Coordinator will collaboratively determine appropriate accommodations.

The above information should be provided in a typewritten report on professional letterhead that bears the evaluator's name, license number, professional credentials, and signature. Additionally, the evaluator's business card should be included.