

Texas Christian University

Coordinator of Student Disabilities Services

Center for Academic Services

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Documentation Guidelines for TCU Students with Disabilities

Communication Disorder

According to the American Speech-Language Hearing Association (ASHA), a communication disorder is impairment in one's ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems. It may be evident in the processes of hearing, language, and/or speech. ASHA further segments a communication disorder into four different categories: speech disorder, language disorder, hearing disorder, and central auditory processing disorder.

Individuals who demonstrate a speech disorder, an impairment of the articulation of speech sounds, fluency and/or voice, are referred to the guidelines for Communication Disorder given below.

Individuals who demonstrate a language disorder, an impaired comprehension and/or use of spoken, written and/or other symbol systems, should refer to the University's Learning Disability Documentation Guidelines. Individuals who demonstrate a hearing disorder or central auditory processing disorder should refer to the University's Auditory Impairment Documentation Guidelines. Additional guidelines are available on the Student Disabilities Services link on the Center for Academic Services website.

Since a communication disorder may be secondary to other disabilities, individuals are referred to the "multiple diagnoses" section on our website at www.acs.tcu.edu/disability when more than one impairment or disability exists.

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 Student Disabilities Services or her designee. 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. Should accommodations be authorized, they are NOT retroactive. This takes effect upon delivery to and after conferencing with the student's professor(s).

Documentation Requirements

Documentation should include, but is not limited to the following:

1. A diagnostic statement identifying the disability, including the date of original diagnosis, and the name and credentials of the clinician that first gave this diagnosis.
2. An evaluation by an appropriate professional that makes evident the current impact of the disability. Professionals conducting assessments and rendering diagnoses must be qualified to do so. (Note: It is not appropriate for professionals to evaluate members of their own families.)
3. A description of any and all functional limitations.
4. A current evaluation (less than 5 years old). All requests for accommodations are reviewed on a case-by-case basis. The University reserves the right to require an updated evaluation if an update is considered necessary.
5. A recommendation of appropriate accommodations based upon (a) diagnosis, (b) the communication disorder's impact on academic functioning, and (c) relevancy to postsecondary setting.
6. Treatments, medications, accommodations/auxiliary aids, services currently prescribed or in use. Please include any side effects of medications that may have impact on the student's academic progress.
7. The expected progression or stability of disability over time. Please include expected impact of progression or stability on the student's academic program.
8. The evaluative report should be printed on the professional's business letterhead and include the professional's original signature and license number. Please include the professional's business card attached to the report

Types of Documentation

- Speech Language Pathologist evaluation
- Otolaryngology evaluation
- Neurological and/or neuropsychological evaluation
- Supporting documentation such as high school accommodations/services received

Recommended Evaluators

- Otolaryngologist
- Neurologist and/or neuropsychologist
- Licensed Speech Language Pathologist
- Other medical professionals as appropriate based on functional limitations