



Documentation Guidelines for Student Accessibility Resources

The Office of SAR responsible for providing students with disabilities equal access to education. For SAR to fully evaluate requests for accommodations or auxiliary aids under Section 504 or the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students must provide documentation to SAR.

The general guidelines listed below assist prospective students in working with the treating/diagnosing professional(s) to prepare the information needed to evaluate the request. If, after reading these guidelines, there are any questions, students can contact the campus they plan to attend for further assistance. Campus contacts are listed on the last page. These guidelines are based upon the Association on Higher Education and Disabilities (AHEAD) description of quality disability documentation.

Please note: Notwithstanding any language to the contrary, nothing contained herein constitutes nor is intended to constitute an offer, inducement, promise, guarantee, warranty or contract of any kind. The data contained herein is for informational purposes only, is not represented to be error free, and is subject to change at any time. The information on this handout is intended only for educational or informational purposes and should not be considered an endorsement by Tarrant County College District.

The documentation must reflect the following:

1. Credentials of the Evaluator(s)

Documentation should be provided by a licensed or otherwise properly credentialed professional for the area being evaluated, who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. The documentation should be on letterhead, typed, dated, and signed.

2. A diagnostic statement identifying the disability

Documentation should include a clear diagnostic statement that describes how the disability was diagnosed, including level of severity. It should provide information on the functional impact, and detail the typical progression or prognosis of the condition. When appropriate, it should include International Classification of diseases (ICD) or Diagnostic Statistical Manual (DSM) codes.

3. A description of the diagnostic methodology

Documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration as well as a clinical narrative, observation, and specific tests scores should be included.

4. A description of the current functional limitations as they directly relate to the stated disabilities and necessitate any accommodations

The current impact of the disability aids in establishing a disability and identifying accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and self-report is the most comprehensive approach to fully document the impact of a disability. The report should include severity, frequency, and pervasiveness of the condition.

5. A description of the expected progression or stability of the disability

If possible, provide a description of the expected change in the functional impact of the condition(s) over time. If the condition is variable, describe the known triggers that may exacerbate the condition.

6. A description of current and past accommodations, services and medication list

Documentation should include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations including the effectiveness in minimizing the functional impact of the disability. There should be a discussion of significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performance. This information may provide insight into making current decisions.

7. Recommendations for accommodations

Recommended accommodations and strategies should be logically related to functional limitations. If there is not an obvious connection, a clear explanation of the relationship in making current accommodation decisions is helpful. While SAR has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits currently offered by SAR may be appropriate.

Please direct your questions to the SAR Office on the campus you plan to attend, all documentation submitted to SAR is considered to be confidential under FERPA guidelines.

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