

Disability Support Services (DSS)
Student Services, Building 215 Room 111
(254)526-1822/1863; Fax (254)526-1700; Website: www.ctcd.edu/disability-support

DOCUMENTATION CRITERIA CHECKLIST

To qualify for college accommodations through DSS, students must have a qualifying disability as defined by the Americans with Disabilities Act (ADA). ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one (or more) major life activity. Students are responsible for obtaining necessary testing to document the existence of a disability. Postsecondary institutions are not required to conduct or pay for an evaluation to document a student's disability or provide referrals for evaluations.

All documentation must be signed and current (less than 3 years old is preferred, but documentation within the past 5 years will be reviewed on a case by case basis) and be from a licensed/certified professional who is qualified/trained to perform valid testing to support his/her diagnosis within the specific area for which you will be identifying a disability (i.e. visual impairment = ophthalmologist; medical condition = medical doctor; mental/emotional/behavioral/cognitive/learning condition = psychologist/psychiatrist/school psychologist/educational diagnostician).

Documentation must clearly identify a specific disability diagnosis(es) with appropriate diagnostic codes (i.e. DSM, ICD, and/or ICF codes), list of tests conducted/summary of test results used to determine the diagnosis/disability, explain which major life activity is substantially limited due to the disability, statement explaining the current impact your disability has in an educational setting, and recommended classroom accommodations in accordance with the diagnosis/disability along with a description of why the recommended accommodation is needed (see back page for additional information). IEP/ARD/504 paperwork, treatment progress notes, prescription pads, and VA Ratings Forms are not considered sufficient documentation at a postsecondary educational level and will not be accepted by DSS.

Documentation from an appropriately licensed/certified professional, for example:

- Medical Doctor
- Psychiatrist – Psychologist - Educational Diagnostician - Licensed Specialist in School Psychology
- Speech Pathologist
- Ophthalmologist – Audiologist - Neurologist

➤ **Evaluation/Testing, Statement & History of Diagnosis of Disability, for example**

- ADD/ADHD
- Dyslexia
- Learning or Intellectual Disabilities
- Autism Spectrum/Asperger's Disorder
- Psychological/Emotional Disorders
- Hearing Impairment
- Visual Impairment
- Medical Conditions that impede activities/daily living
- Neurological Disorders
- Traumatic Brain Injury

Use the following **Documentation Criteria Checklist** as a guide to ensure your documentation contains all necessary information to substantiate your qualified disability under ADA. Classroom accommodations cannot be provided to students until appropriate documentation has been submitted and approved by DSS. **Documentation that does not contain ALL of the following required information will NOT be accepted by the DSS office.**

- Documentation must be current (less than 3 years old is preferred, but documentation within the past 5 years will be reviewed on a case by case basis)
- Documentation must be typed and on an official letterhead
- Evaluator must be a licensed or certified professional who is qualified/trained to perform valid testing to support his/her diagnosis within the specific area for which you will be identifying a disability (see front page for additional information)
- Documentation must clearly identify a specific diagnosis(es) with all appropriate diagnostic codes (i.e. DSM, ICD, and/or ICF codes) for the disability when applicable
- Documentation must contain a list of all tests and/or exams that were conducted and used to determine the specific diagnosis/disability (tests/exams that are normed for children cannot be accepted – tests must be normed for older adolescents/adults)
- Documentation must contain a summary/explanation of all test/exam results/findings
- Documentation must specifically state which major life activity or activities are substantially limited as a result of the disability
- Documentation must contain a statement explaining the current impact the student's disability/diagnosis has in an educational setting and overall academic performance
- Documentation must also contain recommended classroom accommodations in accordance with the diagnosis/disability
- Documentation must also contain an explanation/rationale of why the recommended accommodations are needed and related to the documented disability
- Documentation must be signed by the evaluator with respective license number, certification number, or TEA number

***If a student has a state certificate of blindness and/or deafness, no further disability documentation will be required by the DSS office.**