

Disability Documentation Guidelines

In accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act, as amended (ADAAA) of 1990, Campus Accessibility Services provides equal access to educational programs and safeguards against discrimination for qualified students with disabilities, as defined by the ADA.

The ADA defines a person with a disability as any person who:

- has a physical or mental impairment that substantially limits one or more major life activities.
- has a record of such impairment.
- is regarded as having such impairment.

To request and arrange services, students who require accommodations to access UT Southwestern programs should contact [Campus Accessibility Services](#) as soon as possible.

For Campus Accessibility Services to determine if your impairment meets the standard defined by the law, the documentation submitted by you must contain all these elements:

- Administered or completed by a licensed or credentialed examiner.
- A diagnostic statement identifying the impairment. *
- A description of the diagnostic methodology.
- A description of the current functional limitations and the impact on academic performance.
- A description of the expected duration and progression of the impairment.
- A rationale and justification for all requested accommodations.
- Name and qualifications of the treating professional

***Note:** An impairment does not automatically qualify as a disability.

The documentation must include, on letterhead*:

- Name and qualifications of the treating professional
- Names of any tests or diagnostic tools used
- Test results and summary report, diagnosis, and prognosis
- Statement of how the disability impacts the student's academic performance (strongly recommended)

*Diagnosis or other disability information presented on a prescription pad is not considered appropriate documentation and will not be accepted.

Campus Accessibility Services staff review the diagnostic documentation in consultation with the student or employee to identify reasonable, appropriate, and effective accommodations. Final approval of accommodations is at the discretion of Campus Accessibility Services staff.

Common diagnostic documentation includes, but is not limited to:

- Audiological Reports – deaf, hard of hearing
- ENT Reports – hearing loss, tinnitus, Meniere’s disease
- Ophthalmological Reports – blind, visually impaired
- Psychological or Neuropsychological Reports – traumatic brain injury, learning disabilities, mental health disorders, intellectual or developmental disabilities
- Psychiatric Reports – ADHD, mental health disorders
- Special Education Testing (to determine IEP/504 eligibility) – See Psychological or Neuropsychological Reports; must include the most recent Full Individual Evaluation (FIE) or comprehensive individual assessment conducted by the professional or specialist in that disability area.
- Medical Specialist Reports – as appropriate for the disability

Documentation must provide the following information:

- Date of the evaluation
- Method of evaluation/examination
- Specific diagnosis
- Medication – expectations of effects on functioning and any side effects
- Listing and discussion of impairments specific limitations with respect to the impact on academics

Professional Judgment Statement

When complete documentation is not available or when a student has a disability that is evident (e.g., blind, deaf, paraplegic), staff may use professional judgment to determine that this satisfies the definition of a disability and assign temporary accommodations.

Note: These guidelines are established to ensure services are available for students at the beginning of the semester. Applications for services are accepted throughout the semester for students, and we will make every effort to provide timely and effective services. However, failure to follow the above procedures may cause delays in establishing services.