

# Required Documentation

OFFICE OF STUDENT ACCESSABILITY

[utdallas.edu/access](http://utdallas.edu/access)

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The University of Texas at Dallas is committed to (1) producing engaged graduates, prepared for life, work, and leadership in a constantly changing world, (2) advancing excellent educational and research programs in the natural and social sciences, engineering and technology, management, and the liberal, creative, and practical arts, and (3) transforming ideas into actions that directly benefit the personal, economic, social, and cultural lives of the citizens of Texas.

UT Dallas ensures accessibility to its programs, classes, services, and activities to all qualified individuals with disabilities. Accessibility is accomplished through a variety of services and/or accommodations tailored to meet each individual's strengths and unique needs. To be considered for disability-related accommodations and/or services, students must provide the Office of Student AccessAbility with the required documentation of his or her disability at the time (or before) accommodations and/or services are requested.

## Requirements for All Documentation

All disability documentation needs to be on letterhead and signed by the appropriate licensed educational, mental health, or medical professional who is a certified or licensed practitioner in the area for which the diagnosis is made and **who is not** related to the student. **NOTE:** Documentation presented on a practitioner's prescription pad slip **will not be accepted.**

All 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 specific limitations with respect to the disability's impact in academic and academic-related environments as it relates to the accommodations requested

### ASPERGER'S SYNDROME

- History focusing on functional limitations of major life activities resulting from this disorder which may include, but not be limited to the following:
  - Communication or language skills
  - Social interactions
  - Restricted repetitive and/or stereotypical patterns of behavior and activities
  - Sensory functioning and sensitivity to environmental conditions and motor planning
- Comprehensive testing results
- Statement of functional limitations
- Specific diagnosis based on the DSM-IV-TR by a professionally licensed psychologist, psychiatrist, social worker, or medical doctor

### ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD/ADD)

- Evidence of early impairment
- Evidence of impairment
- Description of functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention
- Identification of DSM-IV-TR criteria, specific diagnosis and interpretive summary
- Documentation from a Neurologist is preferred, however, documentation from a licensed psychologist, neuropsychologist or psychiatrist will be accepted
- If initial diagnosis was made after age 12, an explanation of why ADHD is the best fit should also be included

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### **BLIND OR VISUALLY-IMPAIRED**

- Ophthalmological or optometric report indicating visual acuity, near and distant vision (left/right, both eyes) visual fields, with or without corrective lenses
- Specific diagnosis from a professionally licensed Ophthalmologist or Optometrist

### **CHRONIC MEDICAL/SYSTEMIC CONDITIONS**

- Functional limitations imposed by the medical/systemic condition
- History of the condition and whether or not the symptoms will improve or worsen over time
- If applicable, list medications and their possible effects
- Any other pertinent information that may assist in determining appropriate accommodations
- Documentation must be provided by a licensed Physician specializing in the area of the diagnosed condition

### **DEAF OR HARD-OF-HEARING**

- Audiological reports indicating:
  - Hearing levels
  - Speech reception levels (with or without) hearing aids and/or assistive listening devices
- A specific diagnosis by a professionally licensed or certified Audiologist

### **LEARNING DISABILITIES**

- An in-depth narrative of:
  - Results of a diagnostic interview
  - Background information
  - Behavioral observations
  - Comprehensive cognitive (intellectual) assessment with resulting standard test scores and related
  - Discussion of the cores
  - Complete achievement battery that measures functioning with resulting standard test scores, related discussion and a specific diagnosis (NOTE: the Wide Range Achievement Test is not acceptable as the **only measure** of achievement)
- Documentation must be provided by a licensed/certified Psychologist, Educational Diagnostician, Neuropsychologist, or other Professional Counselor

### **PHYSICAL/MOBILITY IMPAIRMENT**

- Functional limitations (with or without apparatus)
- If the condition is permanent and if it will worsen
- The documentation must be provided by a licensed Physician specializing in the area of the diagnosed condition

### **PSYCHOLOGICAL DISORDERS**

- A specific diagnosis based on the DSM-IV-TR (diagnosis I-V)
- A description of functional limitations in the academic environment as well as across other academic-related settings
- History of the disorder
- Relevant information regarding medications and their possible effects
- A listing of the psychological tests administered
- Any other pertinent information that may assist in determining the need for appropriate accommodations
- Documentation must be provided by a licensed Psychologist, Psychiatrist, Neuropsychologist, Professional Counselor or Social Worker

### **TRAUMATIC/ACQUIRED BRAIN IMPAIRMENT (TBI/ABI)**

- Functional limitations imposed by the impairment
- If applicable, a list of medications and their possible effects
- If the condition will improve or worsen
- Any other pertinent information that may assist in determining the need for appropriate accommodations
- Documentation must be provided by a Neurologist, Neuropsychologist or other related Physician