

DAS Documentation Guidance

Purpose

This guidance ensures that every student at Frederick Community College receives an equitable standard of care and consideration when requesting accommodations through Disability Access Services (DAS) and protects the integrity of the accommodation process. All requests will be thoroughly considered.

Procedure

The interactive process including a review of documentation and is designed to identify barriers to equal access and appropriate accommodations.

Step 1: Provision of Documentation

Students are responsible for providing all appropriate documentation to support their eligibility for services and specific accommodation requests. The documentation should establish that the student has a disability, and identify the disability specifically, and it must describe the current functional limitations caused by the disability.

Appropriate documentation

Disability Access Services at FCC follows the 2025 [documentation guidance](#) provided by the Association on Higher Education and Disability. All appropriate documentation must:

- Be signed by an appropriate licensed or credentialed and qualified professional. There must be a match between the person making the diagnosis and their scope of practice.
- Include a clear statement of the diagnosis and date that it was determined.
- Explain the basis for the diagnosis, including evaluation methods, procedures, and clinical narrative. When addressing a learning or cognitive disorder, test scores and summary data should be included.
- Describe progression or stability of the disability. Are there any expected changes, is the disability cyclical or episodic in nature?
- Describe current and past accommodations, services, and/or treatments.
- Describe the current functional limitations that affect a student's ability to access education. This includes an explanation of how the disability affects the student in daily life.
- Provide recommendations for accommodation.

Examples of appropriate documentation

The following documents typically meet the criteria necessary to be considered appropriate for use in determining eligibility and accommodations:

- Medical records from medical or psychological healthcare providers
- Letters from medical or psychological healthcare providers
- Medical assessments, such as cardiac, vision or audiological reports
- Vocational assessments
- Neuropsychological assessments
- Educational Assessments

Other supporting documentation

These following documents will typically be considered but may not be sufficient to meet the necessary criteria, depending on the credentials of the evaluator, the level of detail provided, and the comprehensiveness of the information provided:

- Individual Education Plans (IEPs)
- Section 504 Plans
- Accommodation plans from other institutions of higher education
- Treatment plans from institutions or service providers
- Documents prepared for specific non-educational purposes (Social Security Administration, the Department of Veterans Affairs, or workplace accommodation plans).

Step 2: Determining Eligibility

The disability specialist will make determinations regarding eligibility and specific accommodations when all appropriate documentation and information has been provided to support the request. All documentation will be reviewed during the interactive process.

When a review of the documentation and a thorough discussion with the student regarding their needs has taken place, barriers to the student's access has been identified, and possible accommodations have been contemplated, the disability specialist will make one or more decisions regarding the student's request:

- They may determine that a student is not eligible for accommodations because they do not have a qualifying disability.
- They may approve the accommodation request based on the documentation that has been provided.

- They may deny a specific request on the basis that not enough information has been provided to support the existence of a barrier to access.
- The disability specialist may delay the determination of an accommodation request, and the student will be asked to provide additional documentation.

If a student does not agree with the decision of the disability specialist regarding accommodations, they may initiate the appeal process.

[DAS Appeals Guidance](#)

Confidentiality and Storage

All documentation regarding a student's request for accommodations is kept confidential in accordance with all State and federal law and is securely stored electronically within the DAS office databases.