Documentation Requirements

It is the responsibility of the student to provide information that verifies that the student's condition meets the definition of a disability as defined by applicable laws (i.e., the ADA and Section 504). Federal Law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.

Sources of information used for determining a disability and/or accommodation may include direct observation and interaction with the student during the intake appointment, and documentation from qualified evaluators or professionals.

1. Students should complete the online Application/Request for Services, which provides students an opportunity to describe his/her disability and accommodation(s) they are hoping to receive.
    a. Students are encouraged to include information about his/her experiences related to his/her disability, barriers faced, and previous accommodation(s) (effective or ineffective) on the Application/Request for Services and/or to the Disability Services staff during the intake appointment.
2. Disability related documentation should provide information on the functional impact of the disability so that effective accommodation(s) can be identified. Criteria for the source, scope and content of documentation differs by disability type. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions.
    a. Common sources of documentation are health care providers, psychologists, diagnosticians, and/or information from a secondary school (e.g., Full and Individual Evaluation (FIE) or other Comprehensive Individual Assessment (CIA), Other Health Impairment Forms (OHI), and/or supplemental documentation).
    b. Documentation should be current (within the last three years), be typed on letterhead, dated, and signed by a qualified professional, and contain the following information; a diagnostic statement with any related diagnostic methodology (diagnostic criteria and/or procedures), functional limitations or symptoms (limitations inform staff what accommodations are appropriate within an academic environment), severity and/or expected progression, and current medication(s) (treating specific limitations or symptoms and/or side-effects causing limitations or symptoms).
    c. Documentation Guidelines can be found in Appendices A through I.
    d. A Disability Verification Form is available for some disabilities to assist in providing appropriate and/or updated information.