Disability Documentation Guidelines

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. Documentation establishing the presence of a disability and explaining the nature and degree to which the disability affects major life activities including learning assists our staff in determining reasonable accommodations. The Access Center utilizes a collaborative process in reviewing documentation which identifies all types of disabilities including learning, attention, psychological, physical, and chronic medical conditions.

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. The types of documentation the student can provide for review are explained below:

1. A report that provides proof of prior accommodations.
   - Individualized Education Plan (IEP)/ 504 Plan/ Summary of Performance (SOP).
   - Documentation used to access use of postsecondary accommodations at another institution.

2. Information from healthcare professional (psychologist, psychiatrist, counselor, therapist, social worker, medical doctor, optometrists, speech-language pathologists, etc.) typed on letterhead with the date and signature:
   - A diagnostic statement identifying the disability.
   - Medication or treatment currently prescribed, including adverse side-effects.
   - An assessment of major life activities that are affected by the impairment (concentration, memory, social interactions, class attendance, learning, reading, thinking, etc.).

Ideally, documentation described above should be brought to the student’s first appointment. However, no student should delay scheduling a meeting out of concern for not having appropriate documentation.