

Documentation Requirements

Appropriate documentation of a student's disability is important because it is used to determine eligibility for accommodations.

General Guidelines

1. Documentation should be typed on letterhead stationary or be in report form.
2. Documentation should include the following:
 - a. A clearly stated diagnosis of a disability
 - b. The student's functional limitation in a postsecondary academic environment
 - c. The signature, printed name, title, and professional credentials of the evaluator
 - d. The date of evaluation
3. Documentation should be relatively current. If documentation is very old, the student may be required to obtain updated documentation before receiving accommodations.
4. Documentation must be a comprehensive assessment addressing the ability to function in a postsecondary academic environment. An IEP (Individualized Education Plan) from high school may not be sufficient documentation by itself. However, Accessibility Services staff members will review IEPs and Evaluation Reports from high schools in order to obtain information related to the student's disability.
5. Accessibility Services staff will review the submitted documentation to determine reasonable accommodations on a case-by-case basis.