

Documentation Guidelines

In reviewing documentation for accommodation eligibility, our office is looking for information that:

- Establishes that a student has a disability.
- Helps us understand how and why a requested academic or housing accommodation may be reasonable, logical, and necessary to ensure nondiscrimination and equitable access relative to the disability.
- Is from a relevant provider (e.g. a chiropractor would not be relevant to a mental health disability) that the student has an established relationship with.

The Department of Accessibility Services recommends using the appropriate Verification Form (housing or academic) as documentation for your accommodation request. If you prefer, you can submit a letter from your provider. Documentation that includes any of the following points, though not exhaustive in scope, may be helpful in our analysis:

Academic Accommodations

- Describe how the disability functionally impacts specific academic tasks (e.g., need for extended exam time).
- Provide objective data and professional analysis supporting the necessity of the accommodation for equal access.
- Include relevant history illustrating how the disability affects academic experiences (e.g., testing, reading).

Housing Accommodations

- Explain how the disability affects the student's ability to access or participate in campus housing.
- Provide objective data and professional recommendations supporting the need for on campus housing or specific housing modifications to ensure equal access.

Providing a record of academic accommodations previously provided by other institutions (e.g. college accommodation letters, 504 plans, IEPs) can be helpful for the Department of Accessibility Services in assigning accommodations. In some cases, additional documentation may be needed to determine appropriate accommodations. Please note, some college accommodations may differ from high school.

While third-party documentation may confirm a disability, it does not determine the reasonableness of accommodations. The Department of Accessibility Services considers medical input as part of a broader evaluation, but recommendations from providers are not binding. Accommodations aimed primarily at enhancing academic success, rather than ensuring equal access, may be redirected to other campus resources.