



General Documentation Guidelines

Purpose of documentation

- To determine that the student qualifies as a person with a temporary or permanent disability, making them eligible for protection against disability-based discrimination under federal ADA or Title IX law.
- To guide a conversation between Student Accessibility and the student about how the disability affects their academic needs.
- To inform the development of reasonable accommodation (auxiliary aids and services) designed to facilitate equal access on a case-by-case basis.

Criteria for Documentation

Who can prepare and sign my documentation?

- A credentialed and licensed medical professional who is an expert in the area of medicine related to your disability. This professional must be unrelated to you beyond the provider-patient relationship.

What format and/or features are required on my documentation?

- Documentation should include the date on which the documentation was completed, the provider's license number, and current contact information for the provider including professional telephone and email.
- Letters or memos should be presented on the provider's current professional letterhead. Diagnostic results, if used in addition to or instead of a current letter, should indicate the facility and provider involved.

What information needs to appear on my documentation to represent my disability and needs?

- The specific diagnosed condition(s) that require accommodation
- A statement of the major life functions that are impaired by this condition
- The extent of the impact (moderate to severe) on the student



- Explanation of how each relevant diagnosis could impact you within a higher education program or setting
- Suggestions for accommodations that may help you to achieve equitable access to programs, services, and facilities that are part of the higher education environment

The Student Accessibility Coordinator will consider these recommendations if reasonable within the context of course/program criteria.

Please be aware that certain academic and professional programs have technical standards or outside partners, such as clinical or field sites, that may change or limit the nature of accommodations that may be provided. Additionally, some requested or suggested accommodations may be determined unreasonable if they create an undue burden on the program or college. Please note that “undue burden” does not arise from mere inconvenience to programs and faculty. Every attempt to accommodate your needs will be made within the boundaries of what is possible.

Acceptable Disability Documentation Examples

1. Official visit summary, such as emergency department discharge papers (for short-term/temporary disabilities only)
2. Neuropsychological assessment
3. Psycho-educational evaluation (Learning Disability/ ADHD/ TBI)
4. Psychometric test results from general measures of aptitude and academic achievement (Learning Disability/ADHD/TBI)
5. Audiogram
6. Vision screening results
7. Other information from a qualified healthcare provider that can provide insight into the student’s limitations and/or provide support for any requested accommodations
8. Individual Education Plans (IEP) completed or updated within the previous 5 calendar years from the date on which you apply for accessibility services at Alverno College

Additional Documentation

Alverno may request additional documentation even when documentation that meets the above criteria has already been provided and accepted. External agencies who administer licensure or admissions tests may have more stringent documentation guidelines than Alverno College.

Students can request additional and/or modified accommodations at any time. Depending upon the reason for and nature of the request, additional documentation may be required.