

General Documentation Guidelines



Purpose of documentation

- To establish that the student can be considered a person with a disability, and therefore eligible for protection against discrimination on the basis of disability.
- To supplement information from the student regarding the impact of the disability as shared on the Alverno SAC Information Form
- To inform the development of reasonable accommodation (auxiliary aids and services) designed to facilitate equal access on a case-by-case basis.

Criteria for Existing Documentation

Appropriate documentation should come from a qualified professional in the field related to the disability condition, who is unrelated to the student, on the provider's professional letterhead, and contain statements identifying

- the specific diagnosed condition that relates to the need for accommodation,
- a statement of the major life functions that are impaired by this condition,
- extent of the impact (moderate to severe), and
- explanation for how functioning within an academic program is impacted
- suggestions for accommodations that may mitigate the effects of a student disability; the Student Accessibility Coordinator will take these recommendations into consideration if reasonable within the context of course/program criteria.

Acceptable Disability Documentation Examples

- a) Official visit summary, such as emergency department discharge papers
- b) Neuropsychological assessment
- c) Individual Education Plan (IEP)
- d) 504 Plan
- e) K-12 Summaries of Performance
- f) Psycho-educational evaluation (Learning Disability/ ADHD/ TBI)
- g) Psychometric test results from general measures of aptitude and academic achievement (Learning Disability/ADHD/TBI)
- h) Audiogram

- i) Vision screening results
- j) Other information from a qualified healthcare provider that can provide insight into the student's limitations and/or provide support for any requested accommodations

Additional Documentation

Documentation requirements may vary depending on the identified disability and requested accommodations. Alverno may request additional documentation even when some supporting documentation has already been provided. In some circumstances, evidence of past accommodations will be considered, for instance, in the form of an Individualized Education Plan (IEP) or Section 504 plan. We are happy to review these childhood evaluations, as well as IEPs and 504 plans. However, the student is most effectively served by a recent evaluation based on adult normed assessments.

External agencies who administer standardized tests as part of licensure may have different, more stringent documentation guidelines than Alverno College. Students may need to supply additional documentation for any certification or licensure test they plan to take in the future above and beyond what they have supplied to Alverno.

Students can request additional accommodations and/or modification to their already granted accommodations at any time. Depending upon the reason for the request and the nature of the accommodation request, additional documentation may be requested.

Disability verification forms are available if current documentation doesn't exist.

Link: [Disability Verification Forms](#)