

Asbury University

Academic Accessibility Resources



Guidelines for Documentation

It is the responsibility of the student to provide information that verifies that the student's condition meets the definition of a disability as defined by applicable laws, such as Section 504 of the Rehabilitation Act of 1973. Federal Law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.

Sources of information used for determining a disability and/or accommodations may include a student's self-report, direct observation and interaction with the student, and documentation from qualified evaluators or professionals.

Student Self-Report:

Students should complete the Accommodation Request Intake Form. This form provides students an opportunity to describe their disability and accommodations they are hoping to receive. Students may supplement the Accommodation Request Intake Form with an additional narrative by providing a letter that further describes their disability and/or accommodations they are requesting. Students may consider including information about their experiences related to their disability, barriers faced and/or previous accommodations (effective or ineffective).

Documentation:

Disability related documentation on a student's current (within five years) level of functioning should provide information on the functional impact of the disability so that effective accommodations can be identified. Criteria for the source, scope and content of documentation differ by disability type. Documentation may include assessments, reports and/or letters from qualified evaluators, professionals or institutions. Common sources of documentation are health-care providers, psychologists, diagnosticians and/or information from a previous school (e.g., accommodation agreements/letters, 504 or IEP documents). However, 504 and IEP documents, while helpful, are often insufficient for college documentation.

Documentation Elements:

1. Typed on letterhead, dated and signed by a qualified professional
2. Diagnostic Statement with clear diagnosis of disability or disabilities
3. Lists all related diagnostic methodology used (diagnostic criteria and/or procedures) (Examples of testing for diagnosing learning disabilities include the Wechsler Adult Intelligence Scales (WAIS) and the Woodcock-Johnson III.)

4. Functional limitations or symptoms (Limitations inform which accommodations are appropriate.)
5. Severity and/or expected progression
6. Current medication(s) and any related side effects
7. Current and/or past accommodations
8. Any recommended accommodations

Academic Accessibility Resources will consider all relevant information provided in documentation. Documentation will be reviewed on an individual, case-by-case basis in the order it was received. Please submit your information 3-4 weeks prior to the date that services are requested. If you have any questions about these documentation guidelines, please contact Academic Accessibility Resources at (859) 858-3511 x2283 or e-mail academicaccessibility@asbury.edu.

The Accommodation Intake Request Form and all other information may be submitted in person, e-mailed as attachments to academicaccessibility@asbury.edu or delivered via mail at the following address.

Academic Accessibility Resources
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Wilmore, KY 40390
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