ACCESSIBILITY RESOURCES
DOCUMENTATION GUIDELINES

In order for our office to provide the most appropriate, most reasonable accommodations, we would prefer to receive documentation that follows the guidelines listed below. Once the documentation is provided, an intake will follow to discuss the impact of the disability within the academic environment. Please review the guidelines and contact our office if you have any questions or comments.

GUIDELINES:

Documentation such as Individual Education Program (IEP), Summary of Performance (SOP), Teacher Observations, full psychological evaluations, psycho-educational evaluations (with test scores), physician’s medical records, etc., may be submitted to our office for review. Documentation should be relevant and from a qualified professional or professionals that are licensed or credentialed with expertise in the diagnosed area of disability, i.e., a psychologist should not diagnose an orthopedic disability.

We prefer documentation (even from multiple sources) that offers the following information:

- A diagnosis of disability or impairment that limits a major life activity;
- How the condition will impact the student within the academic environment;
- A listing of reasonable, appropriate accommodations that will lessen the impact of the disability within the academic setting.

NOTE: Accessibility Resources reserves the right to ask for more documentation to clarify how the disability will impact the student within the academic setting.

Documentation can be faxed, mailed, or e-mailed to our office: accessresources@uc.edu. If you have any questions, please feel free to contact our office. Thank you.