



This form facilitates the individualized review of a student's need for requested accommodations and assists the Office of Educational Accessibility (OEA) at Old Dominion University in developing an appropriate accommodation plan in collaboration with the student.

Healthcare Provider Guidelines for Completing Form:

- a) This form should be completed by a qualified professional with an established treatment relationship with the student and must not share a familial relationship.
- b) Ensure clarity and thoroughness. Inadequate information, incomplete answers, or illegible handwriting may delay the process. ***If additional space is needed, you may attach a separate document with your answers.***
- c) Supplement this form with any evaluative reports to provide a comprehensive understanding of the student's accommodation needs, if applicable.
- d) Return this form to the student, or submit via email to oea@odu.edu or via fax to (757) 683-5356. For questions, contact oea@odu.edu or (757) 683-4655. ***All information received will be held with strict confidentiality.***

Healthcare Provider Information:

By signing this form, the healthcare professional certifies that they are an appropriately credentialed or licensed professional trained in the assessment and treatment of the diagnosis(es) described herein.

Provider Name (Print):	<input type="text"/>	Provider Signature:	<input type="text"/>
Credentials/Certifications:	<input type="text"/>	License Number:	<input type="text"/>
Phone:	<input type="text"/>	Fax:	<input type="text"/>
Address:	<input type="text"/>		

Please complete the general information and diagnosis and impact sections regardless of the type of accommodation being requested (i.e. academic or residential). Please do not skip these sections.

General Information:

Student's Name:	<input type="text"/>	Today's Date:	<input type="text"/>
Student's Date of Birth:	<input type="text"/>		
Date of first contact with student:	<input type="text"/>	Date of last contact with student:	<input type="text"/>
Total number of sessions:	<input type="text"/>		

Diagnosis and Impact:

1. What is the **diagnosis(es)**? If no formal diagnosis is available, please provide a detailed description of the functional limitations, symptoms, or impacts.

2. If any of the student's diagnoses are not expected to be permanent, what is the anticipated **duration** of the impact(s) of the condition?

3. What types of **services** does the student engage in (e.g., therapy, medication, etc.) for management and recovery of symptoms/functional limitations? Describe any side effects/functional limitations resulting from treatments or medications.

4. What **symptoms** and **functional limitations** impact the student's access in a postsecondary environment? Please note accommodations will be determined based on documented, specific functional limitations.

5. If the student experiences **episodes or flare-ups** related to their condition, please answer the sub-questions below. If the student has a condition that is more constant or controlled, please skip to question 6.

- a. What is the **severity** in which the student experiences the symptoms/functional limitations? (i.e. mild, moderate, severe)

- b. What is the **frequency** in which the student experiences the symptoms/functional limitations? (i.e. once a day, once a week, once a month, etc.)

- c. What is the **duration** in which the student experiences the symptoms/functional limitations? (i.e. 30 minutes, 1 hour, 6 hours, 1 day, etc.)

6. What **accommodations** should be considered to facilitate equal access for this student in a postsecondary environment, and how would each accommodation support equal access relative to the experience of all students?

Complete this section if the student is requesting housing, dining and/or transportation accommodations (skip if not applicable):

Please note that the Office of Educational Accessibility aims to establish equitable living environments by granting accommodations to address disability-related living needs, rather than personal preferences or academic success.

1. Describe the **functional limitations** and severity of impact on the student in the context of a residential setting. Please note accommodations will be determined based on documented, specific functional limitations.

2. Describe the specific **symptoms** that might affect the student's access to university housing, dining, and/or transportation. Include information related to triggers, and frequency/duration of these symptoms.

3. Describe the **relationship** between the functional limitations and the need for each requested accommodation to ensure equal access to housing, dining, and/or transportation.

Disability Verification Form

Please complete this section if the student is requesting an Emotional Support Animal (skip if not applicable):

Websites offering certificates or registrations for assistance animals often have minimal requirements, such as brief interviews or questionnaires, for a fee. However, under the Fair Housing Act, housing providers can request reliable documentation to support reasonable accommodation requests for assistance animals. According to the U.S. Department of Housing and Urban Development (HUD), internet-based documentation alone is usually insufficient to establish a non-observable disability or the need for an assistance animal. The questions below help gather reliable documentation for such requests. Information adapted from [HUD Assistance Animals Notice \(2020\)](#).

Name of animal: Species: Age of animal:

1. Describe the student's specific disability-related **symptoms** and how the animal alleviates them, beyond the benefit of a typical pet. General statements (e.g., "the animal alleviates anxiety") are insufficient—please provide details.

2. If requesting more than one animal, explain why both are necessary. Do they provide different types of support? Why would one animal not meet the student's needs completely?

3. If recommending an animal other than a dog or cat, explain why this species type is better suited to the student's needs.

4. Is there evidence that an animal has helped this student in the past? If not, can you explain why you believe this may be an effective form of support for the student now?