

# Student Disability Accommodations Procedure

## Scope

Applies to the Mayo Clinic College of Medicine and Science (MCCMS) faculty, staff, and students, when a student seeks reasonable accommodation(s) for a disability.

## Purpose

To explain the steps involved with requesting and approving reasonable accommodations.

To ensure consistency and equitable access for all students with disabilities.

To comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008.

## Equipment/Supplies

N/A

## Procedure

Student	<ol style="list-style-type: none"><li>1. Complete and submit the online <a href="#">Accommodation Request Form</a>.</li><li>2. Provide supporting disability documentation.</li></ol>
Disability Access Specialist	<ol style="list-style-type: none"><li>3. Schedule a Welcome Meeting with the student. Meet with student to engage in the interactive process. Discuss the disability related barrier(s) that the student is experiencing, or anticipates experiencing, and determine potential accommodations that will reduce, hopefully eliminate, the identified barrier(s).<ol style="list-style-type: none"><li>a. Student can explore disability-related accommodations without disability documentation.</li></ol></li><li>4. Review the supporting documentation, provided by the student to determine if the student is a person with a disability.<ol style="list-style-type: none"><li>a. If condition does not meet ADA eligibility, no accommodations are required. The Student Disability Accommodation Policy does not apply and the Disability Access Specialist will direct the student to other supportive resources.</li></ol></li><li>5. When requested accommodation(s) may cause a fundamental alteration, discuss the requested accommodation(s) with the appropriate academic program leadership to help determine the reasonableness of the accommodation request.</li></ol>

	<p>6. Treat all disability documentation as confidential and maintain in accordance with applicable laws, best practice, and institutional policies.</p> <p>7. Make sure the interactive process is properly documented.</p>
Academic Program Leadership	<p>8. Engage in interactive process with Disability Access Specialist when the requested accommodation may cause a fundamental alteration.</p> <p>9. Review the proposed accommodation(s) and provide written feedback to Disability Access Specialist within five business days.</p> <p>10. If no questions and/or concerns are identified, support the accommodation(s) as written.</p>
Disability Access Specialist	<p>11. If questions and/or concerns are identified, coordinate a meeting with Academic Program Leadership to discuss and determine the reasonableness of the proposed accommodation(s). If proposed accommodation(s) is/are determined to cause a fundamental alteration, Academic Program Leadership and Disability Access Specialist will collaborate to explore alternative accommodations.</p> <p>12. Follow-up with Academic Program Leadership if not contacted within five business days.</p> <p>13. If the student requested accommodation(s) were determined to be unreasonable by the Disability Access Specialist, notify the student in writing that the accommodation request cannot be supported.</p> <p>14. If the requested accommodation(s) are reasonable, generate a Letter of Access and email a signed copy to the student and the designated Academic Program Leadership.</p>
Student	<p>15. Request accommodations for each class, each term.</p> <p>16. Share a copy of the Letter of Access with each instructor, each class, each term.</p>
Academic Program Leadership	<p>17. Collaborate with Disability Access Specialist to ensure that academic program faculty implement the agreed upon accommodation(s) outlined in the Letter of Access.</p> <p>18. If individual instructors are concerned that the approved accommodations would fundamentally alter their course, reach out to Disability Access Specialist.</p>
Student	<p>19. Follow up with Disability Access Services, if an accommodation is not working and/or if experiencing additional disability related barriers.</p>

## Troubleshooting

N/A

## Procedural Notes

N/A

## Related Documents

[Student Disability Accommodations Policy](#)

## Definitions

**Academic Program Leadership:** The designated leaders of each academic program, who can determine, in consultation with the Disability Access Specialist, whether or not accommodations are reasonable based on the program's technical standards.

**Disability Access Specialist:** The individuals in the Office of Wellness and Academic Support-Disability Access Services who approve and implement accommodations. They can be contacted at [MCCMS.DS@mayo.edu](mailto:MCCMS.DS@mayo.edu).

**Disability:** A physical or mental impairment that limits substantially one or more major life activity (as defined by the Americans with Disabilities Act of 1990 and Americans with Disabilities Amendments Act of 2008 or Section 504 of the Rehabilitation Act of 1973).

**Disability Documentation:** Students requesting accommodations must provide documentation from a qualified professional that verifies a diagnosed condition and supports the need for formal disability-related accommodations. All disability documentation is treated as confidential and is maintained in accordance with applicable laws, best practices, and institutional policies

**Fundamental Alteration:** A fundamental alteration occurs when an aspect of the program, including policies, practices, or procedures, is amended in such a way that it changes the nature of the educational program being offered. Whether a requested accommodation fundamentally alters an essential element of the program or course needs to be determined on a case-by-case basis.

**Letter of Access:** A letter generated by the Disability Access Specialist that informs academic program leadership and/or faculty about the agreed upon accommodation(s) that the student cannot be denied. This letter maintains confidentiality about the nature of a disability.

**Reasonable Accommodations:** Any modification or adjustment that is made to a course, program, service, job, activity, or facility that enables a student with a disability to have an equitable opportunity to enjoy the benefits, opportunities, and privileges that are available to all students (with or without disabilities) while simultaneously not reducing or eliminating curriculum standards. Reasonable accommodations must not fundamentally alter or eliminate essential course requirements.

**Student:** Anyone who is enrolled in a degree-granting, certificate, or other formal program in Mayo Clinic College of Medicine and Science. This does not include

residents and fellows (collectively trainees) enrolled in Mayo Clinic School of Graduate Medical Education (MCSGME) or Mayo Clinic School of Health Sciences (MCSHS).

## **References**

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Americans with Disabilities Amendments Act of 2008

[Equal Access for Student with Disabilities: The Guide for Health Science and Professional Education – An Essential Resource Book on Disability Inclusion in the Health Sciences 2nd Edition](#)

## **Owner**

Dave Dahlen on behalf of the MCCMS Policy Workgroup

## **Contact**

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## **Date Current Version**

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