

Note: This is a list of documentation requirements for a selection of university and colleges across Canada. It is not meant to be complete but rather a sampling of the range of requirements. An attempt has been made to include the most important information however, some descriptions have been abbreviated. Full descriptions can be accessed through the links provided under “Source” or be calling the university or college. When information has indicated that a psychoeducational assessment was required a follow-up call was made to confirm that the information on their web site was up-to-date. During these calls it was found that most schools are now allowing either a psyched report or a physician’s report even when their web site did not indicate this. Therefore please call each school individually to confirm the documentation they require and if they are still requesting psyched report please access our [policy paper](#) and [toolkit](#) and challenge this.

Post-Secondary Institution	Documentation required	Source	Comments
ONTARIO			
University of Toronto	<ul style="list-style-type: none"> • A <i>Certificate of Disability</i> completed by a health practitioner, who is familiar with your disability and your disability falls within their scope of practice and they are licensed to diagnosis it, including the criteria for ADHD. Documentation must indicate adult functional impacts of ADHD and as such updated documentation may be necessary. <p>OR</p> <ul style="list-style-type: none"> • A copy of a recent <i>psycho-educational/neuro-psychological assessment</i> (should be completed at 18 years old or older, within five (5) years of registration date). 	https://studentlife.utoronto.ca/as/documentation-requirements	
Trent University	<ul style="list-style-type: none"> • A medical report from a health professional qualified to provide a diagnosis of ADHD within the last 5 years. If a students was 18 years of age or older at the time of the assessment, an older report may be provided. Qualified professionals include: <ul style="list-style-type: none"> • Psychiatrist • Psychologist with AD/HD training or Psychological Associate • Neuropsychologist • A relevantly trained medical doctor 	https://www.trentu.ca/wellness/accessibility/how-register-sas/documentation-requirements	

	<ul style="list-style-type: none"> The report must include recommendations and a summary of the areas of need, in an academic context. May complete the <i>Disability Verification form</i> is also acceptable. <p>NOTE: An IEP may be submitted as part of a student's documentation; however, this is not sufficient for providing ongoing accommodation at Trent University.</p>		
<p>Wilfrid Laurier University</p>	<ul style="list-style-type: none"> Psychoeducational assessment (completed using adult normed tests) <p>OR</p> <ul style="list-style-type: none"> or the AD/HD verification form (dated within the past six months). 	<p>https://students.wlu.ca/academics/support-and-advising/accessible-learning-centre/registration/documentation-requirements.html</p>	
<p>Western University</p>	<ul style="list-style-type: none"> Documentation of ADHD may be provided by a registered psychologist or psychological associate, psychiatrist or relevantly trained physician. A current and comprehensive psycho-educational assessment report typically is the most informative documentation for supporting academic accommodation and learning skills development. <p>Alternatively, documentation of ADHD may be provided by using the attached form. (see link)</p> <p>Documentation of ADHD must include:</p> <ul style="list-style-type: none"> a current diagnosis of adult ADHD description of functional implications of the individual's ADHD and evidence that the disorder is disabling in a university setting information about co-existing conditions that also may affect academic performance, such as anxiety, depression, specific 	<p>http://sdc.uwo.ca/ssd/documentation_requirements.html</p>	<p>It is questionable that a psychoeducational assessment is the most informative documentation for a student with ADHD.</p>

	learning disabilities and addictions.		
Ryerson University	<p>We require a copy of your most current psycho-educational assessment for learning disabilities and Attention Deficit Hyperactivity Disorder, or a neuropsychological assessment for students with diagnoses on the Autism Spectrum, conducted by a registered psychologist trained to test for and diagnose the condition.</p> <ul style="list-style-type: none"> • The assessment must contain information on the tests administered as well as the scores obtained. • The assessment must be completed at an adult age (>18), or within the last four (4) years. • If you have an older psycho-educational assessment or Individual Education Plan (IEP), we will discuss options at your registration appointment for getting an updated assessment, including possible funding options, and explore the possibility of interim accommodations. 	https://www.ryerson.ca/content/dam/studentlearningsupport/resources/academic-accommodation/AAS_Student_Handbook.pdf	<p>Psycho-educational assessment</p> <p>They will accept a detailed physician's report, but still prefer psych ed assessment. CADDAC advises that you challenge this. Confirmed through a phone call with the Assistant Director.</p>
Queen's University	<p>Queen's Student Accessibility Services Documentation Form completed by a medical professional.</p> <p>The following will be requested,</p> <ul style="list-style-type: none"> • Confirmation and verification that the student has a disability • Confirmation of functional limitations the student experiences directly related to their disability or health condition 	https://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swswww/files/files/Accessibility/DOCUMENTATION%20FORM%20FINAL%20EDITS%2006_28_17-final.pdf	
McMaster University	<p>Documentation Requirements (should be completed by a psychiatrist, psychologist, psychological associate, or family physician):</p> <ul style="list-style-type: none"> • Medical Report OR Psycho-educational Assessment Within Last Five • Medical Report – outlines history, areas of weakness, strengths, and difficulties <p>*Register and Sign-up for an appointment with the Student Accessibility Services</p>	https://sas.mcmaster.ca/registering-with-sas/#Documentation <p>and verbal confirmation</p>	

<p>Lakehead University</p>	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> • Psychological Assessments are acceptable as are reports from treating physicians – confirmed through a call 	<p>https://www.lakeheadu.ca/current-students/student-services/accessibility/documentation</p>	
<p>University of Waterloo</p>	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> • The ADHD Disability Verification Form is meant to supplement information that is provided in a full medical or psychological evaluation report. • An adult diagnosis is required 	<p>https://uwaterloo.ca/accessibility-services/sites/ca.accessibility-services/files/uploads/files/02_adhd_disability_verification_01032017_3.pdf</p>	
<p>York University</p>	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> • Psycho-educational Assessment OR completed ADHD Medical Documentation Form • Assessment should have been completed within the last five years or the diagnosis made at 18 years of age or older. • To start the registration process, students who received supports in high school can provide us with a copy of their Individualized Education Plan (IEP). Access to academic accommodations will be very limited and interim until further documentation is obtained. <p>Evaluation by clinicians who have extensive training and experience in differential diagnosis is recommended. This assessment should include:</p> <ul style="list-style-type: none"> • early indicators of difficulties with attention and/or hyperactivity and impulsivity in the student's school history and/or through consultation with someone who has known the student well over a significant period of time (e.g. family, teachers) 	<p>https://accessibility.students.yorku.ca/registration-documentation</p>	

	<ul style="list-style-type: none"> a thorough family, social, academic and/or occupational history which includes consultation with individuals who know the student well 		
University of Windsor	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> Student Accessibility Services recognizes that previous evaluation by a paediatrician may be accepted by as evidence of the existence of the disorder since childhood, but may be questioned as the sole indicator of adult ADHD. Students with ADHD who request accommodations and support at the post-secondary level must provide a current assessment report to support those requests. <p>Documentation by medical professionals must,</p> <ul style="list-style-type: none"> be based on the current version of the DSM and come from a psychologist, a psychiatrist, or a physician. demonstrate the presence of hyperactive-impulsive or inattentive symptoms that cause impairment include an investigation of a family history of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the examiner make recommendations and, includes a rationale for, recommended academic accommodations SAS' Documentation of AD/HD Form may be used and, upon review, Advisors will make students aware should any further documentation be required 	http://www.uwindsor.ca/studentaccessibility/326/documentation-attention-deficit-hyperactivity-disorder-addadhd	
University of Ontario Institute of Technology	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> Intake Form – filled out with documentation of disability, statement of disability (prognosis), degree of impairment or limitation, evaluation, certificate of professional 	https://studentlife.uoit.ca/services/accessibility/accommodations/incoming-students/index.php#tab1-2	

<p>OCAD University</p>	<p>Document Requirements:</p> <ul style="list-style-type: none"> • Bring completed medical and/or psychoeducational documentation to your Intake appointment. <p>The medical documentation provided should include:</p> <ol style="list-style-type: none"> 1. confirmation that the student has a disability or medical condition; 2. the functional impact/limitation or needs associated with the disability or medical condition; and 3. recommendations of the type of accommodation(s) that may be needed to allow the student to fulfill the essential duties or requirements of their course/program of study. <p>Students with physical, sensory, medical and mental health disabilities can have their health care professional provide us with information about the functional limitations and recommendations/supports by completing the CSD Medical Documentation Form.</p>	<p>https://www.ocadu.ca/services/disability-services/info-Students/documentation-form.htm</p>	
<p>Carleton University</p>	<p>Completed ADHD designated form by medical professional</p>	<p>https://carleton.ca/pmc/documentation-forms/</p>	
<p>Brock University</p>	<p>Documentation Requirements: A clinical assessment by a licensed mental health professional, such as a psychiatrist, neuropsychologist, a clinical or educational psychologist or psychological associate, using the current version of the DSM is required. Evaluation by clinicians who have extensive training and experience in differential diagnosis with adults is recommended.</p> <ul style="list-style-type: none"> • Medical documentation form to be filled in by a medical professional – Verbal confirmation 	<p>https://brocku.ca/health-wellness-accessibility/wp-content/uploads/sites/194/SAS-Documentation-Guidelines.pdf</p>	
<p>University of Guelph</p>	<ul style="list-style-type: none"> • Comprehensive up-to-date documentation by a medical professional. They recommend that the ADHD assessment be, 	<p>https://wellness.uoguelph.ca/accessibility/how-we-do-</p>	

	<ul style="list-style-type: none"> • Conducted by a health care professional with specialized training relating to the diagnosis of ADHD • Evidence that the diagnostic criteria in the DSM-5 have been satisfied • The assessment includes a review of evidence from childhood indicating that symptoms existed before age 12 • The individual is affected in two or more settings (e.g. home, school, work, etc.) • Other explanations have been ruled out 	it/documentation-guidelines/attention-deficithyperactivity-disorder	
University of Ottawa	<p>Documentation Requirements:</p> <ul style="list-style-type: none"> • SASS - Academic Accommodations Medical Certificate OR Neuropsychological or Psychoeducational Assessment • Qualified professionals, registered psychologist, registered psychological associate, neuropsychologist, psychiatrist or treating family physician 	https://sass.uottawa.ca/en/access/register/required-documentation	
George Brown College	<ul style="list-style-type: none"> • Register with the Accessible Learning Services at George Brown College • Consultants will then start to work with you to talk about how to accommodate your learning needs. • Complete Intake form, Provide Disability Documentation, Submit forms to Accessible Learning Services, Book an Appointment to meet with the Accessibility Consultant, Accommodation for Placement and Pre-Admission Tests. <p>*Letter from a psychiatrist /psychologist/medical doctor. Your healthcare professional should complete the Medical Verification form, completed by a regulated health professional.</p>	https://www.georgebrown.ca/accessible-learning-services/	
Sheridan College	<p>Once enrolled, it is important that you identify early with Accessible Learning. Book an Intake Appointment with an Accessible Learning Advisor at the campus you will be attending.</p>	https://www.sheridancollege.ca/life-at-sheridan/student-	

	<p>Bring a completed Accessible Learning Intake Form to your appointment. You may also be required to submit medical documentation to verify functional limitations.</p> <p>A medical information request form or psychoeducational assessment by a medical professional.</p>	<p>services/accessible-learning-services/register.aspx</p>	
Seneca College	<p>A written, comprehensive psychological OR medical evaluation verifying a diagnosis of ADD or ADHD. – verbal confirmation Students must have their disabilities verified by a clinician with expertise in the diagnosis of ADD/ADHD. The clinician must be a Registered educational and/or clinical psychologist, psychiatrist, or neuropsychologist. The clinician must be a neutral, unrelated, and non-biased professional.</p> <p>Documentation must include:</p> <ol style="list-style-type: none"> 1. Clinician's name, title, phone number, and address; date(s) of examination on letterhead 2. Summary of all instruments and procedures were relevant 3. Summary of educational, medical, family histories and behavioural observations 4. A clear statement of the DSM-5 or ICD diagnosis; summary of evaluation results, including standardized scores 5. Statement of specific functional limitations relating to academic performance 6. Suggestions for specific academic accommodations to minimize the impact of functional limitations on the student's academic performance. 	<p>https://www.senecacollege.ca/student-services-and-support/support-services/counselling/accessibilityservices/documentation.html</p>	
BRITISH COLUMBIA			
University of British Columbia	<p>Documentation from certified and licensed medical doctor, psychologist, or other health professional who has specific training, expertise, and experience in the diagnosis of conditions for which accommodation is being requested,</p>	<p>https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-</p>	

	<p>Documentation provided by practitioners must:</p> <ul style="list-style-type: none"> • be legible and preferably typed and submitted on letterhead • include the practitioner's name, license number, title, phone/fax, mailing and email addresses, and signature • indicate the length of time you have been under the practitioner's care • describe the nature of your medical condition/disability, along with a detailed explanation of the functional impact of the disability (A diagnosis alone is not sufficient to support a request for an accommodation) • provide sufficient detail so our staff can determine appropriate accommodations • describe the symptoms that formed the basis for the practitioner's diagnosis • include relevant test results and supporting documentation if the practitioner is verifying an existing diagnosis • describe the timelines for rehabilitation and recovery if the diagnosis is of a temporary nature • identify side effects of medications that may adversely affect academics 	<p>disabilities/documentation guidelines</p>	
<p>University of Victoria</p>	<p>Use the online pre-intake button below to:</p> <ol style="list-style-type: none"> 1. Introduce yourself to us by answering a few questions 2. Upload your medical or psychological documentation and signed consent form <p>Once you have completed your pre-intake application an advisor will be in touch with you within a few days.</p>	<p>https://www.uvic.ca/services/cal/oneservices/register/index.php</p>	

<p>Simon Fraser University</p>	<p>Submit the Application for Services Form as well as supporting documentation, which must be filled out according to the guidelines below.</p> <p>Appropriate professional: registered psychologist with clinical designation, a psychiatrist or a physician with specialized training. Diagnosis is usually based on a clinical interview, a medical interview/examination (to identify any coexisting conditions and/or rule out conditions that can give rise to ADHD-like symptoms) and behaviour rating scales.</p> <p>Documentation should also include:</p> <ul style="list-style-type: none"> • A clear statement of the disability, along with the DSM-5 diagnosis and summary of present symptoms • A statement of the impact of the disability on the student’s ability to meet the demands of a university environment (including the impact of medication or other treatment on performance) • If a learning disability or other disability is co-existing, and the student wishes accommodations for these disabilities, then the criteria for documentation of the additional disabilities must also be met 	<p>https://www.sfu.ca/students/accessible-learning/documentation/disabilities/ADHD.html</p>	
<p>British Columbia Institute of Technology University</p>	<p>A request for accommodation can be made by:</p> <ol style="list-style-type: none"> 1. Registering for BCIT program or course(s). 2. Completing the Student Information Form [PDF] prior to your appointment and either: <ol style="list-style-type: none"> i. Download, complete, and email Accessibility Services the form OR ii. Fill out the form in-person on campus at the 	<p>https://www.bcit.ca/accessibility/stepbystep.shtml</p>	

	<p>Accessibility Services</p> <ol style="list-style-type: none"> 3. Contacting the Accessibility Services for an appointment. 4. Bringing all relevant, current documentation to the appointment. 5. Meeting with an Accessibility Services' Vocational Rehabilitation Specialist (VRS) to review the documentation, the impact on studies, and the accommodations BCIT may be able to provide. 6. Updating your Individual Accommodation Plan each semester. 		
Thompson Rivers University	All students receiving accommodations have been in contact with a AS Advisor and have provided the Advisor with documentation from a registered health care professional. The Advisor, or the AS Manager if necessary, has reviewed the documentation to verify the disability and discussed their needs to determine reasonable accommodations based on their disability.	https://www.tru.ca/distance/services/as/asfaq.html	
Douglas College BC	<p>Reports such as,</p> <ul style="list-style-type: none"> • Neurological report • Audiologist report • Specialist report • Psychiatrist report • Psycho-educational assessment <p>A report or assessment should</p> <ul style="list-style-type: none"> • Be completed by a qualified, certified professional • Provide current information about barriers and impact • Include information relevant to accommodation planning <p>You can use StudentAidBC's Appendix 8 to collect this information from your doctor or specialist if you do not already have a recent report.</p>	https://www.douglascollege.ca/student-services/support/accessibility-services/documentation	

ALBERTA

<p>University of Alberta</p>	<p>Full psychoeducational or neuro-psychological assessment report OR “Verification of Disability” form completed by a chartered psychologist, psychiatrist, or physician trained to test for and diagnose the condition. Clear diagnosis and details of impacts upon the post-secondary experience are required</p> <p>The documents should be completed by a physician, psychologist, or other professional/specialist involved in your diagnosis and/or treatment. The documents should:</p> <ul style="list-style-type: none"> • Outline the nature of your disability (i.e. specific diagnosis) • Indicate how long the condition has been present and is expected to persist (i.e. permanency) • Describe the impact the condition has had on your ability to manage the demands of the academic environment. 	<p>https://www.ualberta.ca/current-students/accessibility-resources/register/documents</p> <p>https://www.ualberta.ca/current-students/accessibility-resources/register</p>	
<p>University of Lethbridge</p>	<ul style="list-style-type: none"> • Obtain documentation highlighting your diagnoses from your: Doctor, Psychiatrist, Psychologist, Medical Specialist • Good documentation will include: Diagnosis, Frequency/Severity of Impact of diagnosis, Recommendations for specific support • For fall semester, is best to book an appointment with us in July or August 	<p>https://www.uleth.ca/ross/accommodated-learning-centre/content/how-do-i-register</p>	
<p>University of Calgary</p>	<p>Document Requirements:</p> <ul style="list-style-type: none"> • a copy of your psychoeducational assessment, OR have your physician, psychologist or psychiatrist fill out the Verification of Psychological or Psychiatric Disability form. 	<p>https://www.uleth.ca/ross/accommodated-learning-centre/content/how-do-i-register</p>	
<p>MacEwan University</p>	<p>Documentation of your disability that has been prepared by a licensed professional and that describes current functioning. If you have a stable condition, it may be all right if the documentation is not recent. We ask that the documentation provides enough information to help us anticipate potential barriers that you may</p>	<p>https://www.macewan.ca/wcm/StudentAffairs/ServicesToStudentswithDisabilities/RegisterwithSSD/index.htm</p>	

	<p>face as a student. It's generally helpful if it includes:</p> <ul style="list-style-type: none"> • a specific diagnosis • a description of how the typical university experience may create barriers for you • recommendations for resources, accommodations, and services that will remove potential barriers to full participation. <p>For medical conditions, you can ask your treating physician to fill in this Documentation of Disability form. (pdf).</p>		
<p>Mount Royal University Calgary</p>	<p>Provide disability-related documentation:</p> <ul style="list-style-type: none"> • For example, a psychoeducational assessment from a registered psychologist or a letter from your physician. <p>Once we receive your online form we will contact you to book a conversation with an Access Advisor for one week later to review the documentation you have provided.</p>	<p>https://www.mtroyal.ca/AcademicSupport/ResourcesServices/AccessibilityServices/CurrentStudents/index.htm</p>	
<p>NOVA SCOTIA</p>			
<p>Dalhousie University</p>	<p>Two types of documentation are required to apply for academic accommodations.</p> <ul style="list-style-type: none"> • Accommodation Request form • Information about your disability from the psychologist or physician responsible for your diagnosis and/or follow -up 	<p>https://cdn.dal.ca/content/dam/dalhousie/pdf/about/agricultural-campus/Student%20Services/2018/Student%20Accommodations%202017-2018.pdf</p>	
<p>Mount Saint Vincent University</p>	<ul style="list-style-type: none"> • A report from an appropriate healthcare professional. physician or psychologist within the past 5 years <p>Confirmed through a call.</p>	<p>https://www.msvu.ca/en/home/student-services/accessibility-services/students/Docu</p>	

		mentation.aspx	
St. Mary's University	<p>The documentation should address the following information:</p> <ul style="list-style-type: none"> • Use of assistive technology • Date of the evaluation • Method of evaluation/examination • Specific diagnosis • Medication – expectations of effects on functioning, and any side effects • Listing and discussion of specific functional limitations the disability proposes in academic-related environments in relation to the accommodations requested <p>In the format of a diagnostic report, it would be helpful to include:</p> <ul style="list-style-type: none"> • Date of evaluation • Description of limitations • Identification of current DSM criteria, specific diagnosis and interpretive summary <p>*Documentation from a Neurologists is preferred, but also accepting psychologist, neuropsychologist, or psychiatrist acceptable</p>	https://www.stmarytx.edu/campuslife/student-services/accessibility/	
St. Francis Xavier University	A comprehensive assessment consisting of formal and informal measures including the following: observations, interviews, standardized assessment results and differential diagnosis. Must include a detailed list of recommendations for support.	https://www2.mystfx.ca/accessible-learning/documentation	
SASKATCHEWAN			
University of Saskatchewan	A student with a medical disability (including ADHD) must have this form completed by a licensed health care practitioner – authorized by licensing body to diagnose Verbally Confirmed	https://students.usask.ca/documents/AES/medical-questionnaire.pdf	
Saskatchewan	A qualified physician or psychiatrist must diagnose this	https://saskpolytech.ca/	

Polytechnic	disability. A psycho-educational assessment report conducted by a psychologist, suggesting the possibility of ADD is not sufficient documentation for access to academic supports for this type of disability. The verification of permanent disability form verification of permanent disability form (pdf) must be completed by a physician or psychiatrist. In addition to a medical doctor's verification of diagnosis, recommendations for accommodations from a current psycho-educational assessment report, conducted by a registered psychologist, may assist in decisions concerning appropriate program planning.	student-services/support/documents/request-for-verification-of-a-permanent-disability-form.pdf https://saskpolytech.ca/student-services/support/accessibility-services.aspx	
University of Regina	<p>Meet with Accessibility Advisor and register with Centre for Student Accessibility and provide supporting documentation of permanent disability from a qualified health practitioner. Bring copy of assessment completed within the last 5 years. During your appointment with an Accessibility Advisor, you will determine what academic accommodations/services are needed. Diagnosis/assessment documentation from a health care professional, limitations the disability could be causing.</p> <p>NOTE: Disability documentation must,</p> <ul style="list-style-type: none"> • Be current (no more than five years old) • Include a diagnosis by health care professional • Include a description of the functional impact of the disability or medical condition in the academic environment 	http://www.uregina.ca/student/accessibility/students/faq.html	
MANITOBA			
University of Manitoba	<p>Diagnosis must be provided by a Psychiatrist, Psychologist, University Health Services physicians or from a long term family physician. Confirming the disability is a permanent one. Form request information on medication and whether symptoms persist.</p> <p>Completion of Disability Assessment form indicating diagnosis and impairments, if taking medications and persistence of</p>	http://umanitoba.ca/student/accessibility/meda/Disability-Assessment-Form.pdf http://umanitoba.ca/admin/vp_admin/ofp/ohrc	

	<p>symptoms. The physician would also have to state how the student's disability affects them in the academic setting and the appropriate accommodations.</p>	<p>m/accessibility/</p>	
<p>Brandon University Manitoba</p>	<p>Provide relevant and current documentation, certified by a licensed medical professional of the condition, giving rise to the need for accommodation.</p> <ul style="list-style-type: none"> • Should have the physician's name, title, phone number, address, dates of clinical assessments. • Indicate the impact the disability has on the student's academic capabilities. • Recommendations for the accommodations and supports, reducing the barriers encountered in a educational setting. 	<p>https://www.brandonu.ca/student-services/files/2010/05/SAS-Academic-Accommodation-Procedure-Sept-13-2017.pdf</p> <p>https://www.brandonu.ca/student-services/student-accessibility-services/</p>	
<p>The University of Winnipeg</p>	<p>Meet with AS Staff: Please make an appointment to discuss and arrange your academic accommodations with an Accessibility Advisor Obtain your Documentation: Diagnosis documentation consulted by medical professional</p> <p>AS requires relevant medical documentation regarding: the general nature of the disability/medical condition functional limitations recommended academic accommodations.</p> <p>Letter of Introduction for each of your instructors. Students registered with AS should request this service from AS within the first two weeks of lectures/labs of each term. The content of these Letters of Introduction will be discussed at the first interview with you and an AS professional. We are also available to meet with you and your instructor to facilitate your academic accommodations.</p>	<p>https://www.uwinnipeg.ca/accessibility-services/students/accommodations.html</p>	

Canadian Mennonite University	Professional documentation, completed within the last five years	http://www.cmu.ca/docs/studentlife/CMU_Self-Identification_of_Disability_Form.pdf	
QUEBEC			
McGill University	<p>To register with the OSD, please bring documentation from a relevant and licensed medical professional (doctor, psychologist, psychiatrist, etc.). The documentation must meet the following requirements:</p> <ul style="list-style-type: none"> • Be on the official letterhead of the medical professional or clinic • Contain a diagnosis • Explain how your diagnosis currently impacts your academic experience • Contain the signature and license number of the medical professional <p>We recommend asking your health professional to complete the OSD referral form. Please be sure that your diagnosis was emitted by a recognized professional</p>	https://www.mcgill.ca/osd/new-osd-students/first-appointment	
Concordia University Montreal	<ul style="list-style-type: none"> • A report from a physician or psychologist <p>Confirmed verbally</p>	https://www.concordia.ca/students/accessibility/referring-professionals.html	
Université de Montréal	<p>To be accommodated you will have to register with Disability Support Services (SHEH), and you must be complete/submit the SHEH registration form.</p> <p>*More information on documentation presented when you log in with university login</p>	http://www.bsesh.umontreal.ca/	

<p>Polytechnique Montréal</p>	<ul style="list-style-type: none"> In order to evaluate a request for school support, accommodation or access to appropriate technologies, students with disabilities must identify themselves and provide the SESH with the appropriate documentation by a general practitioner or specialist. 	<p>https://www.polymtl.ca/soutien/etudiants-en-situation-de-handicap/accueil-des-etudiants</p>	
<p>NEW BRUNSWICK</p>			
<p>University of New Brunswick</p>	<p>Registration with Student Accessibility Centre, contact them to set up an appointment. A student is required to provide one of the following documents to register. The appropriate form will be provided once you have spoken with an advisor.</p> <p>One of the following Documentation/Forms Required:</p> <ol style="list-style-type: none"> 1. Medical/Health Documentation Form --for students with medical, chronic health, physical or sensory (vision or hearing) disabilities 2. ADHD and/or MENTAL HEALTH Disability/Condition Documentation Form--for students with ADHD and/or a Mental Health Condition 3. Letter on professional letterhead or a professional report signed by a licensed medical or health professional. The letter is to include a diagnosis or name of the condition, description of the impact or functional limitations of the disability/condition on the individual, and recommended academic accommodations and/or supports. 4. A psycho-educational assessment report is required for students with specific learning disabilities. The assessment must be completed within the last 5 years by a licensed psychologist. 	<p>https://www.unb.ca/fredericton/studentsservice/academics/accessibility/required-documentation.html</p>	
<p>Mount Allison</p>	<ul style="list-style-type: none"> Psychoeducational assessment reports are accepted if available 	<p>https://www.mta.ca/Co</p>	

<p>University New Brunswick</p>	<p>OR</p> <ul style="list-style-type: none"> • Medical impairment forms are available for physicians to fill out, but the school would like students to meet with an advisor to receive a copy of the form <p>A lengthy discussion occurred with the Director who confirmed that they had developed a medical report form for physicians</p>	<p>mmunity/Student services/Meighen Centre/Prospective students/Documentation guidelines/Documentation of a Learning disability/ In the process of being up-dated</p>	
<p>St. Thomas University</p>	<p>Anyone should provide sufficient documentation proving a disability/disorder from a medical professional. Intake form and Diagnosis/Assessment</p> <p>You will also have to complete an Intake form, which gives Student Accessibility Services your contact information, accommodation background and other important information.</p> <p>SAS staff will help you create an accommodation plan based on medical professional advice. You will then provide this plan to your professors at the beginning of the semester.</p> <p>*Documentation must validate the disability and be no older than five years, if its older it would be at the discretion of the Student Accessibility Services Office for your acceptance.</p>	<p>https://www.stu.ca/media/stu/site-content/current-students/accessibility-services/docs/Student_Accessibility_Services_Handbook.pdf</p>	