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St. Thomas Aquinas College Disability Accommodation Documentation Guidelines

The College has developed reasonable documentation guidelines as allowed by Section 504/ADA/ADAA. It is hoped that the guidelines will assist current and prospective students and their treatment professionals in gathering information that will be used by Disability & Access Services in the process of determining appropriate accommodations. The guidelines are designed to provide flexibility to Disability & Access Services in reviewing each student's request on a case-by-case basis, while also ensuring consistent and effective reasonable accommodations. Documentation should come from an appropriate licensed credentialed professional. The type and recency of documentation (typically 3 years old or less) is reviewed on a case-by-case basis. Information is also gathered through the Request for Student Disability Accommodation form and the intake interview with the student. Disability & Access Services reserves the right to request updated documentation as appropriate, based on factors such as the age of the student (currently and at the time of the evaluation/diagnosis), and/or the type of accommodations being requested.

To determine eligibility for reasonable **academic accommodations**, the College requests the following information in writing about the disability and how it impacts major life activities:

- Description of the diagnosis and need for accommodation, which may include relevant medical, social or educational impact. Psychological-educational testing reports (WAIS-IV) are required for most accommodation requests. History of the use of educational accommodations is not required but is often helpful. Copies of high school IEPs or 504 Plans can also be useful, but are typically insufficient documentation on their own.
- Description of the impact and functional limitation(s) of this condition on major life activities such as learning, seeing, hearing, etc. This may be provided by a thorough description of current impact (in the classroom, while taking tests, etc.). A generic statement such as "student exhibits 7 DSM criteria" may not be sufficient. Results of checklists/ratings scales, and/or psycho-educational (aptitude, achievement, processing) testing can also be useful. Note that testing data may be required to approve some academic accommodations (such as extended time beyond 1 ½ time, supplemental note taking support, permission to audio record lectures, or provision of alternate format materials such as e-text). Students are encouraged to contact Disability & Access Services to determine if an updated evaluation may be needed.
- Description of the impact and functional limitation(s) of this condition on major life activities such as learning, seeing, hearing, etc. This may be provided by a thorough description of current impact (in the classroom, while taking tests, etc.)
- Current treatment/medication, including side effects, when relevant.

- Recommendations for reasonable accommodations. Please provide a rationale for any recommendations that may not relate directly to symptoms or testing described.

Appropriate documentation should be written on the treating clinicians official practice letterhead and include the information listed above, a date, physician signature, practice address and NPI or license number.

To determine eligibility for reasonable *non-academic accommodations* (housing, dietary accommodations, etc.), the College requests the following information in writing from the students treating clinician about the disability and how it impacts major life activities:

- A diagnosis.
- A description of the symptoms of the diagnosis and specifically how the diagnosis limits major life activities for the individual.
- Does the individual require ongoing treatment for the diagnosis? If yes, how long have you treated this individual?
- A description of the specific ways the diagnosed disability limits the students ability to fully benefit from their campus residential housing.
- A description of the specific symptoms you believe will be reduced by the housing or non-academic accommodation that cannot be obtained through other means (therapy, medication, etc.).
- A rationale or explanation of how the requested accommodation will reduce the impact of the limitation created by a disability in a residential environment, etc.
- When appropriate, an explanation of how the student will manage the condition in settings other than housing, such as in classrooms, student activities, or the dining hall.

Appropriate documentation should be written on the treating clinicians official practice letterhead and include the information listed above, a date, physician signature, practice address and NPI or license number.

Please note that requests for disability related housing accommodations should be submitted no less than 60 days before the move in date.

Disclaimer regarding Documentation: Approval for accommodations at the College does not assure the sufficiency of the documentation for transfer to another institution, or for the standards of various professional/graduate school testing agencies. Documentation will be reviewed on a case-by-case basis. If the documentation provided is deemed insufficient, additional documentation may be requested. The College has no responsibility for the cost of obtaining such documentation. Documentation should not be written/completed by a relative. The College reserves the right to contact any professional completing this form to confirm the source or ask for clarification of details. Handwritten documentation will not be accepted. Documentation should be dated, signed, on letterhead. Final determination of appropriate and reasonable accommodations rests with the College. Documentation will be held in a confidential manner. There are circumstances, allowable under FERPA, which might necessitate that some student disability information be shared with select College officials (if relevant in an emergency or if related to a student grievance).

Please forward documentation or any questions to:

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