



# ACCESSIBILITY RESOURCES

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## Disability Documentation Guidelines

In order to receive disability related accommodations and/or services from Stonehill College, students are required to submit documentation of their disability to verify eligibility under the Americans with Disabilities Act, the ADA Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973.

### Disability Defined

For these purposes, disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

### Non-qualifying conditions

Temporary, non-chronic impairments of short duration with little or no residual effects that usually will not substantially limit a major life activity: common cold, seasonal or common influenza, a sprained joint, minor and non-chronic gastrointestinal disorders, a broken bone expected to heal completely, appendicitis, and seasonal allergies are usually not qualifying conditions. In most cases, test anxiety is not a disability and does not qualify a student for accommodations.

Documentation of disability assists the Office of Accessibility Resources (OAR) in collaborating with the student to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. The cost of obtaining all documentation is borne by the student. Students are encouraged to contact Accessibility Resources for guidance on the documentation needed for their individual situations.

### Eligibility Determination

Three primary questions help to determine whether an individual has a disability under *ADA*:

**One: Does the individual have an impairment?**

**Two: Does the impairment limit any major life activities?**

**Three: Is the limitation on any major life activity substantial?**

Not only must a person have an impairment that limits one or more major life activities, but the limitation of at least one major life activity must be “substantial.” An impairment “substantially limits” a major life activity if the person cannot perform a major life activity the way an average person in the general population can, or is significantly restricted in the condition, manner or duration of doing so. An impairment is “substantially limiting” under the ADA if the limitation is “severe,” “significant,” “considerable,” or “to a large degree.”

Eligibility for reasonable accommodations is established through a variety of information sources including, but not limited to, the student’s self-report, observation and interaction with the student and documentation from external sources including health care providers and educational professionals.

## Documentation Guidelines

The following guidelines are offered to assist students in providing documentation to establish their eligibility for reasonable accommodations. Ideally, documentation:

- on letterhead and issued by a medical or other qualified/credentialed professional whose credentials match the disability being evaluated; comprehensive training with regard to the specific disability being addressed is essential
- contains a specific diagnostic statement and corresponding diagnostic code (either DSM-5 or ICD-10)
- is comprehensive to establish clear evidence of a substantial impact on one or more major life activities; the degree to which (severity) the impairment limits each major life activity and the expected duration should be addressed
- offers a description of prior accommodations, mitigating measures, therapeutic interventions and compliance
- recommends a complete description of the desired accommodation and discussion of why it is necessary, including why the student’s needs cannot be met without this accommodation and the consequences of not receiving it
- is recent enough to assess the *current* impact and functional limitations posed in a college setting

## Types of Documentation

OAR will review and consider all types of documentation submitted. Types of documentation that may be helpful include, but are not limited to, the following:

- Educational, psychological evaluations (e.g., psycho-educational or neuropsychological evaluation)
- Letters created by healthcare providers, on professional letterhead
- Documents that reflect accommodation history, such as an Individual Education Program (IEP) or Section 504 Plan