

## SAINT JOSEPH'S COLLEGE OF MAINE

### **SERVICES FOR STUDENTS WITH DISABILITIES:**

#### Physical Impairment

Saint Joseph's College of Maine is committed to providing equal education opportunity and full participation for persons with disabilities. It is the College's policy that no qualified person be excluded from participating in any College program or activity, be denied the benefits of any College program or activity, or otherwise be subject to discrimination with regard to any college program or activity. Toward this end, and in conjunction with the Americans with Disabilities Act and Section 504, the College both accepts, and provides reasonable accommodations for, qualified students with various types of disabilities.

While the College is ready to provide reasonable accommodations, the students must make an effort to advocate for and avail himself/herself of all services and agreed upon modifications.

#### PROCEDURES FOR ACCESSING ACCOMMODATIONS:

Students with disabilities who need accommodations and services must follow these procedures:

- The student contacts the ADA Accommodations Coordinator upon admission to Saint Joseph's College to receive the guidelines for documentation of a disability. The ADA Accommodations Coordinator explains to the student the College's policies and procedures regarding accommodations.
- The student provides current documentation according to the written guidelines regarding the disability. Documentation should indicate that the impairment is a disability that substantially limits a major life activity. School plans such as an Individualized Education Program (IEP) or a 504 Plan are useful but do not provide sufficient documentation to establish the rationale for accommodations. All files and information are confidential. These should be forwarded to the ADA Accommodations Coordinator in a timely manner to allow review prior to the start of school.
- Based on the nature of the disability, according to the documentation, reasonable accommodations are determined by the ADA Accommodations Coordinator. Determination of accommodations is provided to the student in writing.
- The student has the responsibility to inform and provide his/her faculty of any agreed upon accommodation(s) in writing.

Guidelines for Documentation of Physical Mobility, Dexterity, or Chronic Health-Related  
*Disabilities*

Students requesting accommodations on the basis of health-related disabilities must provide documentation from a professional who has relevant training and experience. Documentation for students requesting accommodations on the basis of a health-related disability must include:

- 1 Identification of the disabling condition(s).
- 2 An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested.
- 3 An assessment of the degree and range of functioning for a chronic or progressive condition.
- 4 Prescribed medications, dosages, and schedules which may influence the types of accommodations provided, including any possible side effects.
- 5 **Recommendations which include the student’s strengths and weaknesses in order to determine appropriate strategies to assist the student to become a more efficient learner and to be successful in personal career endeavors.** In recommending support services, modifications, or accommodations, it is critical for a diagnostician to identify the areas that are affected by a student’s disability and to substantiate those conclusions with hard diagnostic data. Diagnosticians also must provide suggestions for specific techniques that would allow the student to be successful in a postsecondary setting.
6. There will be no time restrictions for Physical Impairment Documentation.

*All documentation is confidential and should be submitted to:*

Holly Sanborn  
Advising and ADA Accommodations Coordinator

Saint Joseph’s College of Maine  
309, Alford Hall  
278 Whites Bridge Road  
Standish, ME 04084-5236

Tel. (207) 893-7562  
Fax (207-893-7866

Documentation that is submitted must originate with the evaluator(s), and will not be accepted from any other individual, including the student on whom the evaluation was conducted.

These guidelines have been adapted from Brinckerhoff, Shaw & McGuire’s text *Promoting Postsecondary Education for Students with Learning Disabilities* (PRO-Ed publishers, Austin, TX 1993), *Consortium on ADHD Documentation* and from a copy of “University of Southern Maine Guidelines for Documentation of a Specific Learning disability”.