



Disability Services Office
Louis F. Cappelli, Sr. Student Services Center
Taft Hall, Third Floor
Phone: 856/227-7200, extension 4430

Documentation Guidelines:

The Disability Services Office (DSO) is a support service for students who self-identify as needing accommodations due to a disability. Students with disabilities are required to meet essential, academic, and ethical standards of the college or university, with or without reasonable accommodations. The term “essential” serves to ensure that colleges or universities need never “fundamentally alter” their programs of instruction to accommodate students with disabilities.

In order to receive accommodations under Section 504 of the Rehabilitation Act of 1973, students are required to submit thorough and comprehensive documentation about their disability and the need for accommodations. Documentation should validate the need for services based on the individual’s current level of functioning in the educational setting.

Students can self-identify by completing the online DSO registration form found on our website (https://www.camdencc.edu/student_life/student-services/disability-services/), or by contacting Taryn Burkholder, the Director of Disability Services, at (856) 227-7200, ext 4430 or via email at tburkholder@camdencc.edu.

A combination of the following documents will be utilized to support accommodation requests:

- Documentation that is provided by a licensed or otherwise properly credentialed professional with appropriate and comprehensive training.
- Documentation that contains a clear diagnostic statement describing how the diagnosis was made, providing information on the functional impact of the disability and the details of the prognosis.
- Documentation may include both formal and informal methods of evaluation. Formal, standardized assessments may include diagnostic criteria, methods & procedures used, tests and dates of administration, and a clinical narrative. (i.e., a history of accommodations, educational situations, and extent of the disability’s impact)
- Information on how learning is affected is important in establishing a Learning Disability and the need for specific accommodations. Because the provisions of all reasonable accommodations and services is based upon assessment of the impact of the academic performance at the post-secondary level, it is necessary to provide recent and appropriate documentation.
- Documentation should provide information on any expected or cyclical change in the functional impact of the disability over time and context and any known or suspected environmental impacts.
- Documentation should include a description of both current and past auxiliary aids, assistive devices, support services, and other accommodations.
- Documentation must include recommendations from professionals with a history of working with the student.

Specific Disabilities and their Documentation

Visual Impairment: A copy of your most recent eye exam which should include diagnosis, visual acuity, and limitations.

Mobility Impairment: Diagnosis of mobility impairment, description of functional limitation, record of medications w/prescribed dosage and side effects.

Psychiatric Disability: a Diagnostic & Statistical Manual of Mental Disorders (DSM) diagnosis from a psychologist or a psychiatrist stating the diagnosis, functional limitations, duration, medication, characteristics of disability.

Learning Disability: Copy of a comprehensive psycho-educational test administered within the last three years with a definitive statement of diagnosis & type of disability, all scores, and limitations.

Chronic Illness: A diagnosis from your physician stating the impact of the disability including functional limitations and medications.

Attention Deficit Disorder: Current/recent documentation which states DSM diagnosis, symptoms & functional limitations, methods used to make the diagnosis, and treatment (i.e. medication dosage/frequency).

Autism Spectrum Disorder & other Pervasive Developmental Disorders: Detailed documentation of the current level of functioning in the following areas: communication/language skills, social interaction skills, repetitive and stereotyped patterns of behavior, sensitivity to environmental conditions, and motor planning. Evidence to support these statements should include results of aptitude and achievement testing, standardized test of language skills, standardized scales of symptoms related to autism, as well as clinical observation including level of severity.

The DSO is committed to supporting and promoting an inclusive environment for all students. Any concerns regarding possible discrimination or compliance should be disclosed to, Jacqueline Tenuto Associate Dean of Students/Deputy Title IX Coordinator/Section 504 Coordinator, at (856) 374-5088 or at jtenuto@camdencc.edu

<https://www.camdencc.edu/public-notice/>