



DOCUMENTATION REQUEST

As recommended by **AHEAD: Association on Higher Education And Disability**

The Office of Disability Services at Camden County College is a support service for students with disabilities. In order to provide **any accommodations, thorough and appropriate** documentation validating the disability and need for accommodations must be provided according to Section 504 of the Rehabilitation Act of 1973.

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education plan (I.E.P.) or a 504 plan is insufficient documentation, but should be included as part of a more comprehensive assessment battery.

Students with disabilities are required to meet "essential" "academic" and "ethnic" 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.

The following is a list of Seven Essential Elements of Disability Documentation

1. Documentation is provided by a licensed or otherwise properly credentialed professional with appropriate and comprehensive training.
2. Documentation contains a clear diagnostic statement that describes how the diagnosis was made, provides information on the functional impact of the disability, and details the prognosis.
3. Documentation may include both formal and informal methods of evaluation. Formal, standardized assessments may include diagnostic criteria, methods and procedures used, tests and dates of administration, and a clinical narrative. Informal methods should explain their role in the diagnostic process (i.e., history of accommodations, educational situations, and extent of the disability's impact).
4. Information on how learning is affected is important in establishing a Learning Disability and the need for specific accommodations. Because of the provisions of all reasonable accommodations and services is based upon assessment of the current impact of the students disabilities on his/her academic performance at the post-secondary level, it is necessary to provide recent and appropriate documentation.
5. Documentation should provide information on any expected or cyclical changes in the functional impact of the disability over time and context and any known or suspected environmental impacts.
6. Documentation includes a description of both current and past auxiliary aids, Assistive devices, support services, and accommodations, including their effectiveness in the educational setting.
7. Documentation should include recommendations from professionals with a history of working with the student

SPECIFIC DISABILITIES

All students who wish to receive academic adjustments need to provide all of the aforementioned information, which must be specific to their disability, as well as, the additional information as follows:

VISUAL IMPAIRMENT: A copy of your most recent eye examination, which should include diagnosis, visual acuity, functional limitations, and a copy of your most recent Individualized Education Plan (I.E.P.).

MOBILITY IMPAIRMENT: Diagnosis of mobility impairment, description of functional limitations, and a record of medications used, prescribed dosage, and any side effects experienced.

PSYCHIATRIC DISABILITY: a Diagnostic and Statistical Manual of Mental Disorders (DSM) diagnosis from a psychologist or psychiatrist stating the diagnosis, characteristics of the disability, functional limitations, projected duration, and medication.

LEARNING DISABILITY: A copy of a comprehensive psycho-educational test battery administered within the last three years with a definitive statement of diagnosis and type of learning disability, all test scores including subtest scores, a description of the academic limitations resulting from the disability, and a copy of your last Individualized Education Plan (I.E.P.).

CHRONIC ILLNESS: A diagnosis from your physician stating the diagnosis and impact of the disability, including functional limitations and medication.

ATTENTION DEFICIT DISORDER: A copy of a recent diagnostic report which states the DSM diagnosis, symptoms and functional limitations, instruments and procedures used to make the diagnosis, and the dosage, type, and frequency of your current medication.

ASPERGERS AND OTHER PERVASIVE DEVELOPMENTAL DISORDERS: a detailed description of the students current level of functioning including: Communication/language skills, ability to interact socially, restricted, 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 and standardized scales of symptoms related to autism; as well as; clinical observation including level of severity.

Note: Please keep original copies of documentation for your own records, and SUBMIT COPIES to the Disability Services Department.

Please contact the Office of Disability Services at 856-227-7200, ext. 4430 with any questions or concerns about this process.