



ACCESSIBILITY SERVICES DISABILITY DOCUMENTATION GUIDELINES

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, protects individuals with disabilities from discrimination and under it, they may be entitled to reasonable accommodations. To establish that an individual meets the ADA's definition of a disability, documentation must indicate that a specific disability exists and indicate how the identified disability limits one or more major life activities (e.g., learning). A diagnosis of a disorder in and of itself does not automatically qualify an individual for accommodations. The documentation must also support the request for accommodations and explain how the disability impacts learning.

Accessibility Services requires that all students requesting accommodations provide thorough disability documentation that:

- should be current and relevant, but not necessarily recent.
- must be from a qualified professional, meaning they must be a licensed or properly credentialed professional who has appropriate training and experience in the specific area of the disability and has no close or personal relationship with the student.

EXAMPLES OF HELPFUL DOCUMENTATION OR INFORMATION

- Neuropsychological, psychological, or psychoeducational evaluation
- Medical records
- Audiology report
- Vision assessment
- Proof of accommodations used on standardized exams (SAC, ACT, etc.)
- Proof of accommodations used at a previous college or university (Request a letter from that institution's Disability Services Office noting the accommodations received).
Do note that Cecil College is not obligated to automatically provide the same accommodations as a previous institution.
- Educational records, such as the most recent high school accommodations plan (IEP, 504 plan, etc.).
An IEP or 504 plan may not be sufficient documentation on its own and may need supplemental documentation (an exception to this is if you are dually enrolled in high school and at Cecil College). Do note that accommodations for higher education may substantially differ from those received in K-12.
- Statement from a health, mental health, or other qualified service provider – share our [Statement Guidelines](#) with your provider so they know what information to include.

This is not an exhaustive list.

DISABILITY VERIFICATION FORMS:

We have created some forms to assist with securing documentation. You may ask your provider to complete the appropriate Disability Verification Form in full to provide Accessibility Services with the information needed to determine which accommodations are appropriate.

- [Verification of Attention Deficit Hyperactivity Disorder](#)
- [Verification of Autism Spectrum Disorder](#)
- [Verification of Psychological Disabilities](#)
- [Verification of Mobility, Physical/Health or Neurological Conditions](#)

We do not have a form for all types of disabilities (such as learning disabilities, or other cognitive, intellectual, or developmental disabilities). Providing some of the helpful documentation or information listed above can be useful in those situations.



INSTRUCTIONS FOR SUBMISSION

If you have disability documentation available, you are encouraged to upload it when completing the Disability Accommodation Request Form. But in case you don't have it available, you will receive an email to your student email account with all of this information after you submit your Accommodation Request Form.

- Email to accessibilityservices@cecil.edu
- Fax to 410.287.1031
- Mail to: Cecil College
Accessibility Services
1 Seahawk Drive, TC 103A
North East, MD 21901

Please keep a personal copy of all documentation submitted to Accessibility Services. Accessibility Services does not release copies of documentation back to students or send documentation to other institutions.

Upon review of submitted documentation, if additional information is needed to determine the extent of the disability or reasonable accommodations, Accessibility Services has the discretion to request additional documentation.

Please note that a reasonable accommodation is a modification or adjustment to a course/program that either reduces or eliminates barriers to students with disabilities and enables participation. The purpose of an accommodation at the post-secondary level is to correct or circumvent a functional impairment to provide access, not ensure a student's success. Upon review of the accommodations recommended, Accessibility Services may conclude that an accommodation is not appropriate based on the requirements of a course/program (i.e., if it would create a fundamental alteration to the course).