

Chronic Health/Systemic Disabilities

Cedar Crest College provides reasonable accommodations to qualified students with disabilities. In order to provide the most appropriate accommodations, documentation of the student's condition/disability is necessary.

Students requesting accommodations on the basis of a *Chronic Health/Systemic Disability* must provide documentation from medical professionals specializing in treatment for the student's specific condition. The treating professional may wish to consider and provide information regarding how the student's condition affects the operation of a major bodily function; including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Documentation may include pertinent details on how the student's condition impacts major life activities such as thinking, eating, sleeping and concentrating which may be important with regard to academic functioning. **Documentation in the form of a narrative report (typed on letterhead, dated and signed by the qualified professional, including license number when applicable) should include, but not be limited to including, the following:**

- A clear identification of the diagnosed condition(s)
- A description of the evaluative process(es) used to determine the diagnosis
- Symptoms, severity and expected duration of the condition
- Degree and range of functioning for a chronic or progressive condition; describe the potential for flare-ups and how symptoms are different during flare-ups.
- An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested.
- A description regarding the degree to which the student's condition impacts functioning in an academic (learning & living) environment.
- An integrated summary that:
 - Indicates the substantial limitations to major life activities posed by the disability,
 - Describes the extent to which these limitations would impact the academic context for which accommodations are being requested,
 - Suggests how the specific effects of the disability may be accommodated, and
 - States how the effects of the condition are mediated by the recommended accommodations. Recommendations for accommodations within the learning/living environment that specifically relate to the identified functionally limiting manifestations of the condition(s)