



# OFFICE FOR STUDENTS WITH DISABILITIES

California University of Pennsylvania

## DOCUMENTATION GUIDELINES

A formal assessment report is required to determine eligibility for services and to determine the appropriateness of requested accommodations. The University reserves the right to request additional documentation as needed. The decision regarding appropriate and reasonable accommodations rests with OSD.

### **The appropriate assessment report should:**

1. Be typed on letterhead, dated, signed, and be a complete, legible copy of the report
2. Have the name, title and professional credentials of the qualified evaluator clearly stated
  - A. Learning Disabilities and Attention Deficit Disorders  
A qualified evaluator is a licensed or certified psychologist or neuropsychologist experienced working with adolescents/adults with the particular disability
  - B. All Other Disabilities  
The qualified evaluator is appropriate per the specific disability e.g. licensed or certified psychologist, neuropsychologist, medical doctor or psychiatrist experienced working with adolescents/adults with the particular disability
3. Identify a disability that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working
4. Identify specific and current functional deficits and the impact of the deficits as related to the student's participation in the higher education setting at the time of the accommodation request
  - A. For learning disabilities and attention deficit disorders, the assessment report should include:
    - A complete intellectual assessment w/all subtests and standard scores reported; WAIS-III advised
    - A comprehensive achievement battery that identifies current levels of functioning in reading, mathematics and written language w/all subtests and standard scores reported; WJ-III advised
    - Specific areas of information processing including memory, auditory/visual perception, processing speed, executive functioning and motor ability
    - A specific diagnosis and an individualized profile of strengths and weaknesses
  - B. For all other disabilities the assessment report should include:
    - The medical history
    - The medical diagnosis
    - A description of relevant physical or sensory deficits
    - Current medication regimen and side effects of the medications, if applicable
    - A complete psychiatric assessment should be included when relevant
5. Include a detailed summary:
  - Identify the degree to which the disability impacts the student in the higher education setting
  - Identify the student's requested accommodations
  - Identify any additional accommodations that would be appropriate in the higher education setting
  - Explain how each requested/recommended accommodation is substantiated through the assessment and would serve to mitigate the identified current, functional deficits