



CHICAGO STATE UNIVERSITY

**Abilities Office of Student Services****Documentation Guidelines for Learning Disabilities**

The following guidelines describe the components of acceptable documentation for students with learning disabilities. Students are encouraged to provide their clinicians with a copy of these guidelines. Typically, clinical psychologists, school psychologists, educational psychologists, and sometimes neuropsychologists are the only professionals qualified to perform the assessments required for learning disabilities.

**Documentation must include all of the following elements:**

- 1. A qualified professional must conduct the evaluation. The professional documenting the disability must clearly:**
  - be identified by name, title, and professional credentials
  - provide information about their license, certification and specializations, including license number or identifier and state of practice
- 2. Documentation should be current and dated within the last year.** Recent documentation is required because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities/impairments on their ability to participate in the academic pursuits at Chicago State University
- 3. Identification of the disabling condition(s).** Including relevant DSM codes. A comprehensive psychoeducational evaluation with appropriate standardized instruments (see below) and includes a diagnostic interview and clinical summary. The evaluation report should also include dates of testing and an indication of the norm-reference group.

The following areas may be assessed using standardized instruments. Actual scores from all above instruments should be provided. If grade equivalent scores are included, they must be accompanied by standard scores and/or percentile rank scores.

***Division of Student Affairs***

Abilities Office

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**Areas***Aptitude*

*Achievement* ---Assessment of comprehensive academic achievement in the areas of reading (decoding and comprehension), mathematics (calculation and problem solving), oral language, and written expression (spelling, punctuation, capitalization, and writing samples) is required.

*Information Processing*--Specific areas of information processing (e.g. short and long term memory, sequential memory, auditory and visual perception processing, and processing speed) are also recommended.

- 4. Documentation must demonstrate that the Learning Disability currently limits a major life activity, and indicate how the student's current participation in courses, programs, services, or any other activity of Chicago State University may be affected.**

Please note:

- A student's Individualized Educational Plan (IEP) or Summary of Performance (SOP) may be submitted as evidence of past accommodations.
- Students who received disability accommodations in high school or at a previous college or university are encouraged to meet with the Assistant Director of Abilities to determine whether accommodations are needed for their Chicago State University coursework.

**Accepted forms of documentation:**

- The Abilities Office Verification of Disabilities form (VOD) with attached comprehensive psychoeducational evaluation which meets above stated guidelines
- A clear statement on letterhead including the comprehensive psycho-educational evaluation which meets above stated guidelines
- Neuropsychological, psychoeducational and/or standardized test results

*Please note:*

\*Students described as experiencing test anxiety or difficulties with organization, memory, or concentration in specific situations may not have an impairment that rises to the level of a disability under the Americans with Disabilities Act. However, students experiencing academic difficulties are welcome to visit The Abilities Office for referrals to campus or outside resources, or to discuss their situation to see if accommodations might be appropriate.

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