

Disability Documentation Guidelines

The following guidelines describe the necessary components of acceptable evidence required to validate a disability and the current need for testing accommodations. A prior history of accommodations, without demonstration of a current need, will not necessarily warrant approval of testing accommodations. To avoid unnecessary delays, ensure the submission of all information and documentation is in accordance with these guidelines. Qualified individuals with disabilities are required to request accommodations at least four weeks before an exam administration. This allows time for the request to be evaluated and processed, and for the arrangement of reasonable accommodations and services to be delivered the day of the examination. Consequently, it is in the applicant's best interest to provide recent and appropriate documentation that clearly defines the extent and impact of the disability upon current levels of academic and physical functioning.

- The request for accommodations and appropriate supporting documentation should provide evidence of a substantial limitation to physical or mental (academic) functioning.
- Clinical evaluations must be performed by a licensed/certified or otherwise qualified professional with credentials appropriate to diagnose and treat the disability (i.e., physician, psychologist, or specialist). Information about the qualified professional's area of specialization and professional credentials, including certification and licensure, should be clearly delineated in the documentation that is provided to CPAES.
- Documentation must be submitted on official letterhead from a licensed or qualified professional who has examined the applicant and diagnosed a physical or mental impairment. Depending on the nature of the disability and written evaluation, documentation may include a letter from a physician or a detailed report.
- Documentation should be no more than three years old.
- Disability documentation must be detailed and specific. Documentation for all disabilities should describe the extent of the disability, the criteria for the diagnosis, the diagnosis, the type and length of treatment and the recommended accommodation. Terms such as "problems," "deficiencies," "weaknesses," "differences" and "learning disability" are not the equivalent of a diagnosed specific disability (such as ADHD, Dyslexia, Multiple Sclerosis, etc.).
- Documentation must provide evidence of a substantial current limitation to physical or mental functioning.
- For a temporary disability, the documentation should clearly indicate the impact of the disability as well as the anticipated length of the recovery.

- For invisible (mental) disabilities, the following areas should be assessed:
 - Ability: The Weschler Adult Intelligence Scale IV (WAIS-IV), with its subtests can be included as a standard measure of overall intelligence. The WAIS-IV should only be one component of a full documentation report. Other adult intelligence scales or assessments may be deemed acceptable in lieu of the WAIS-IV. Consult a qualified professional for additional information.
 - Achievement: Current levels of academic functioning in relevant areas, such as reading (decoding and comprehension), mathematics, and oral/written language are relevant to determining whether there is a current need for accommodations. The tests submitted should be standardized and valid for use in an adolescent/adult population. Consult a qualified professional for additional information.
 - Processing Skills: Other tests in processing areas may warrant evaluation as indicated by the tests above. These areas include information processing, visual and auditory processing, and processing speed. These suggested tests are not meant to preclude assessment in other relevant areas, such as psychological status or vocational skills.