

## REASONABLE ACCOMMODATIONS

OSD complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Beyond complying with the law, we are dedicated to supporting our students by providing reasonable accommodations to those with documented disabilities.

Please keep in mind:

- All accommodation requests must be consistent with appropriate documentation.
- Requested accommodations should not substantially alter the academic or technical standards of the coursework or program.

## COMMONLY REQUESTED ACCOMMODATIONS

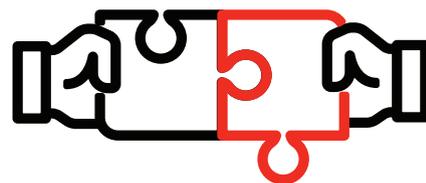
We connect students with a wide range of reasonable accommodations specific to the disability. The most commonly requested include:

- Alternative Text Format/Materials
- Exam Accommodations
  - Extended Test Time
  - Reduced Distraction Environment
  - Test Reader
  - Test Scribe and/or Use of Computer
- Note Takers
- Physical Access to Programs and Services
- Priority Registration

Please keep in mind that services of a personal nature are the student's responsibility.

## MISSION

To ensure that all neurologically and physically diverse students are afforded all accommodations and considerations necessary to perform at their highest academic level and to successfully complete an academic program.



## PHILOSOPHY

We maintain that a responsible partnership between the University and its students with disabilities will facilitate the prospects for academic success.

## OFFICE FOR STUDENTS WITH DISABILITIES

Ground Floor, Carter Hall, Suite G-35

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TTY: 724-938-5798

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## CALIFORNIA UNIVERSITY OF PENNSYLVANIA

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[calu.edu](http://calu.edu)

# OFFICE FOR STUDENTS WITH DISABILITIES

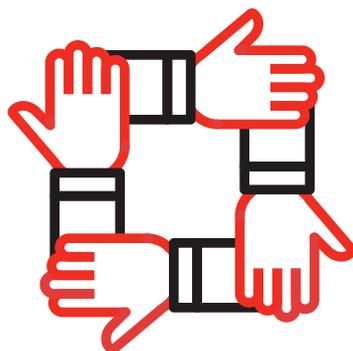
REQUESTING REASONABLE ACCOMMODATIONS



**CALIFORNIA UNIVERSITY**  
OF PENNSYLVANIA

At Cal U, we're committed to ensuring that everyone in our diverse population is able to succeed academically and be an active part of our community. As part of this effort, the Office for Students with Disabilities (OSD) provides reasonable accommodations to students with documented disabilities.

Of course, we can't do this alone. The students we serve through OSD must bring appropriate levels of academic skills, interest, initiative and self-advocacy to the partnership.



### REQUESTING ACCOMMODATIONS

Request accommodations directly with OSD. You will need to apply for accommodations by providing us with the following:

- A completed application, which is available online at [calu.edu/osd](http://calu.edu/osd)
- Documentation from a professional evaluator

**Send these documents directly to OSD.**

Just a heads up: your OSD application and your admissions application need to go to separate places. Questions regarding acceptance to the University, admissions procedures, etc., and your admissions application should be directed to the admissions office.

### ASSESSMENT REPORTS: GENERAL GUIDELINES

A psychological assessment report is the ideal documentation for receiving services. However, OSD may also consider an Individualized Education Plan (IEP), 504 Plan or summative assessment.

The assessment report should:

- Be typed on letterhead, dated and signed
- Identify a disability that substantially limits major life activity and the degree to which the disability affects the student in the higher education setting
- Identify specific and current functional deficits and their impact
- Identify the student's requested accommodations and accommodations that would be appropriate in the higher education setting
- Explain how each requested and/or recommended accommodation is substantiated through the assessment and would serve to mitigate the identified functional deficits



### ASSESSMENT REPORTS: SPECIFIC GUIDELINES

#### ***Learning Disabilities and/or Attention Deficit Disorders***

For learning disabilities and/or attention deficit disorders, the evaluator must be a licensed psychologist or neuropsychologist.

In addition to what we listed under "General Guidelines," this assessment report should include:

- Complete intellectual assessment with subtests and standard scores reported (WAIS-IV advised)
- Comprehensive achievement battery that identifies current levels of functioning in reading, mathematics and written language, with all subtests and standard scores reported (Woodcock-Johnson-IV advised)
- Specific areas of information processing (including memory, auditory/visual perception, processing speed, executive functioning and motor ability)
- Specific diagnosis and an individualized profile of strengths and areas needing improvement

#### ***All Other Disabilities***

For all other disabilities, the professional evaluator should be appropriate to the disability.

In addition to what we listed under "General Guidelines," this assessment report should include:

- Medical or psychological history and diagnosis
- Description of relevant physical/sensory deficits
- Current medications, if any, and their side effects