

DOCUMENTATION FOR LEARNING DISABILITIES

Students requesting accommodations for a learning disability are required to submit documentation verifying eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. This documentation must include a comprehensive psycho-educational evaluation conducted by a licensed or otherwise properly credentialed professional who is

1. certified to perform the evaluation
2. has an accurate understanding of the college environment, and
3. must be an impartial individual who is not a family member nor in a dual relationship with the student.

The evaluation should be recent, reflect current significant impairment impacting a major life function, and include a clearly stated diagnosis. The report must include a full narrative discussion listing and interpreting all test scores with evidence of statistically significant intra-individual discrepancies.

All recommended accommodations must be clearly linked to the test data with a discussion of each. In the case of previously diagnosed students, the evaluation should be administered within three years of the date of enrollment and/or normed for adults. In addition, a list of all current or past accommodations utilized must also be included.

The evaluation must include at least one measure from each of the following categories:

1. A measure of Intellectual Ability or Cognitive Functioning. Examples of such measures include:

- Wechsler Adult Intelligence Scale-Revised (WAIS IV)
- Woodcock-Johnson Psycho-Educational Battery (WJ III Normative)
- Stanford Binet Intelligence Scale (4th Edition)

2. A measure of Achievement in reading comprehension, written language, and/or mathematics, which demonstrates a significant impairment. Examples of such measures include:

- Woodcock-Johnson Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Stanford Binet Test of Academic Abilities (TASK)

3. A measure of Information Processing in one or more of the following areas that demonstrates a significant impairment:

- Visual and/or auditory processing
- Memory
- Processing speed
- Attention and concentration
- Perceptual motor skills
- Other cognitive measures which are related to the disability