Learning Disability Documentation Guidelines for Service Eligibility and Determination

In order to establish eligibility for support services and/or reasonable accommodations, students must provide comprehensive disability documentation on official letterhead from a professional licensed or certified to diagnose learning disabilities (e.g., psychologist, neuropsychologist). Documentation should be current and is intended to provide information on the present functional impact of the disability. The university reserves the right to request a re-evaluation when documentation is not current or comprehensive enough to support the provision of accommodation.

Required Documentation:

A comprehensive diagnostic report including psychoeducational or neuropsychological test results within the last 3-5 years. This information is essential in determining the functional impact of the impairment in an academic setting.

Psychoeducational or neuropsychological assessments* should include:

- Standardized cognitive assessment such as the WJ-IV Cog, WAIS-IV, SB-5, etc
- Standardized achievement assessment such as the WJ-IV Ach, WIAT-III, KTEA-3, etc
- May also include assessments of memory, attention and/or executive functioning

*If these assessments are not available, students should speak directly with Services for Students with Disability staff to determine the appropriate next step.

These standards of acceptable documentation are designed to provide the staff of Services for Students with Disabilities with meaningful insights into the strengths, weaknesses, and disability-related needs of the students who seek our assistance. They have been developed in line with the professional practice of post-secondary education.