

# Documentation Guidelines for Learning Disabilities

Students seeking accommodations for learning disabilities must provide a current diagnostic report (such as a psychoeducational evaluation or neuropsychological assessment). Diagnostic reports should include the following minimum requirements:

- A clear statement of the diagnosis. If the report does not contain a line in the diagnosis section stating the individual has a learning disability, then, without further clarification, there is not valid documentation to support the presence of a learning disability or the need for academic accommodation. (Statements that the student has a “learning difficulty” or “learns differently” are not sufficient.)
- Scores from the tests administered. The battery of tests used should contain widely accepted instruments such as the Wechsler Adult Intelligence Scale – Fourth Edition, Woodcock-Johnson III Tests of Cognitive Ability and Achievement, etc.
- Explanations of the appropriate academic accommodations. The explanation of the appropriate accommodation must show a clear relationship with the student’s particular type of disability.

*Letters stating only that the student has a learning disability, but that do not provide any diagnostic information or evidence of a history of accommodation are not acceptable. An IEP or 504 Plan is not, by itself appropriate documentation of a learning disability at the post-secondary level, but may be used to supplement documentation of disability.*