



University of the Arts
Office of Educational Accessibility
Documentation Guidelines

Specific Learning Disability

1. Evaluations should be comprehensive. Documentation should show that DSM-V criteria for learning disorders have been met.
 - Aptitude. The Wechsler Adult Intelligence Scale-Revised (WAIS-III) with subtest scores or the Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability are the preferred instruments.
 - Achievement. Current levels of functioning in reading, mathematics and written language are required. Among the preferred instruments are the Woodcock-Johnson Psycho-Educational Battery-revised: Test of Achievement, the Scholastic Abilities Test for Adults, and the Woodcock Reading Mastery Tests-Revised. The Wide Range Achievement Test is not preferred. Evaluation of the student's current record of academic achievement may be applicable.
 - Information Processing. Specific areas of information processing (e.g. short and long term memory; sequential memory; auditory and visual perception/processing; processing speed) should be assessed. Use of subtests for the WAIS-R or the Woodcock-Johnson Test of cognitive Ability are acceptable.
2. Since assessment constitutes the basis for determining reasonable accommodations, it is in a student's best interest to provide recent and appropriate documentation to serve as the basis for designing appropriate accommodations in an academically competitive college environment.
3. Documentation should state clear and specific evidence and identification of a learning disability. ***Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.***
4. Test scores/data should be included. This is important since certain University policies and procedures (e.g. petitioning for permission to substitute courses) require actual data to substantiate eligibility.
5. Professionals conducting assessment and rendering diagnoses of specific learning disabilities should be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists and educational therapists are usually those professions involved in the process of assessment. The person who signs the report should be the person who administers the tests and writes the report. Experience in working with an adult population is essential.
6. Evaluators should be able to demonstrate that the selection of assessment instruments is based upon the suitability (i.e. reliability and validity) for use with an adult population.
7. Diagnostic reports should include the names, titles and license information (state and number, if applicable) of the evaluators as well as the date(s) or testing.
8. Reports should contain recommendations about accommodations for the academic setting, which the University will consider.