




Muhlenberg College Office of Disability Services Documentation Guidelines

----- Learning Disability

 Muhlenberg College students with diagnosed disabilities are eligible for protections under the Americans with Disabilities Act Amendments Act (ADAAA) (revised in 2008) and Section 504 of the Rehabilitation Act of 1973 (as amended). The ADA Amendments Act 2008 retains the definition of a "disability" as (a) a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

Students requesting accommodations, auxiliary aids, and/or services based on a diagnosis of a Learning Disability, are required to submit documentation by an appropriately qualified professional who verifies the presence of a condition that rises to the level of a disability and confirms the need for reasonable accommodations based on the diagnosed condition. This documentation must include a comprehensive psycho-educational evaluation conducted by a licensed or otherwise properly credentialed professional who:

- ▶ is certified to perform the evaluation
- ▶ is familiar with the challenges and functional requirements of a college environment, and
- ▶ is an impartial evaluator/diagnostician who is **not** a family member **nor** in a dual relationship with the student.

 **The evaluation report must be:**

- ▶ current (within 3 years of enrollment),
- ▶ detailed and comprehensive,
- ▶ include a full narrative listing and interpreting all test scores with evidence of statistically significant intra-individual discrepancies.
- ▶ must include a **clearly stated diagnosis**
- ▶ data should document a current, significant impairment impacting a major life functions
- ▶ recommended accommodations must be clearly linked to the test data with a discussion of each.
- ▶ additionally, a list of all current or past accommodations utilized successfully





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 III – Tests of Cognitive Ability

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 III – Tests of Achievement
 - Test of Written Language-3 (TOWL-3)
 - Nelson-Denny Reading Test
 - Wechsler Individual Achievement Test – II (WIAT II)
 - Stanford Test of Academic Skills (TASK)

3. A measure of **Cognitive and Information Processing** in one or more of the following areas that demonstrates a **significant** impairment:
 - Visual and/or auditory processing
 - Memory
 - Processing speed & Cognitive Fluency (*other than the Nelson Denny Reading Rate*)
 - Attention and concentration
 - Sensory - Perceptual functioning
 - Executive Functioning

