



GENEVA COLLEGE

Required Documentation for Learning Disabilities

Students requesting support services from the Student Success Center (SSC) are required to submit documentation of a disability to verify eligibility under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Geneva College's policies. ADA defines a disability as a substantial limitation of a major life function. The diagnostic report must document a disability.

Submission of documentation is not the same as the request for services. Request for services and/or reasonable accommodations **must be initiated by the student** once he/she is confirmed at Geneva College. The student must schedule an intake appointment with the Student Success Center so that support services and reasonable accommodations may be discussed. Documentation will be reviewed prior to the appointment. Reasonable accommodations cannot be implemented until the student's documentation is complete. The Student Success Center is responsible for the determination of reasonable accommodations.

In addition, diagnostic assessments must have been completed **within the past three years** in order to reflect current functioning.

The Diagnostic Battery

Diagnostic assessments must include a measure of aptitude and measures of achievement in reading, math, and written language.

Aptitude

- Weschler Adult Intelligence Scale-Revised (WAIS-R or WAIS-III) or Weschler Intelligence scale for children (WISC-R or WISC-III). Must include Full Scale IQ, Verbal IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psychoeducational Battery-Revised (WJ-R): Tests of Cognitive Ability Must include either tests 1-7 or 1-14 or Woodcock Johnson III: Tests of Cognitive Ability (Tests 1-10 or 1-20)
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test

Achievement

Reading

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Nelson Denny Reading Test (Vocabulary, Comprehension and Reading Rate)
- Woodcock Reading Mastery Tests Revised

Mathematics

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)

- Stanford Diagnostic Mathematics Test

Written Language

- WJ-R: Tests of Achievement or WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)

The above list is not intended to be exhaustive or to limit assessment in other areas that may be pertinent to identifying the individual's strengths and weaknesses.

The Diagnostic Report

Diagnosis

The report must include a **clear statement** of the learning disability and the **rationale** for this diagnosis as supported by the current diagnostic battery. Individual "learning styles," "learning deficits," "learning differences," and "learning disorders" **do not**, in and of themselves, constitute a disability.

Test Scores

All test scores must be included in the report, specifically standard scores and percentiles. The data should reflect a substantial limitation to learning (below average).

Critical Information

Report should indicate:

1. Evidence of substantial limitation to a major life activity and degree of impact;
2. Patterns in the individual's cognitive abilities, achievement, and information processing that reflect the presence of a learning disability;
3. The evaluator ruled out alternative explanations for the academic problems.

Accommodations

- Although the Student Success Center is ultimately responsible for the determination of reasonable accommodations, the report should indicate a recommended reasonable accommodation(s) which are appropriate at the post-secondary level. Specific test results must support each recommended reasonable accommodation. Prior history of a reasonable accommodation does not, in and of itself, warrant continued provision of the reasonable accommodation(s).
- If extended time for examinations is recommended, results from a timed achievement measure (such as the Nelson Denny Reading test) must support the need for that accommodation and be included in the evaluation.

Diagnostician

Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, neuropsychologists, learning disabilities specialists, school psychologists, and educational therapists are considered qualified to evaluate specific learning disabilities. Diagnostic reports should include the names, titles, professional credentials, addresses, and phone numbers of the evaluators as well as the date(s) of testing.

All documentation is confidential and should be submitted to:

Student Success Center
Geneva College
3200 College Avenue
Beaver Falls, Pennsylvania 15010
(724) 847-5005 Phone
(724) 847-6991 Fax