



CHOWAN UNIVERSITY

DOCUMENTATION VERIFICATION FOR COGNITIVE / LEARNING DISABILITY

The Learning Center at Chowan University provides academic accommodations to students with a learning disability that reflect a **current substantial limitation to a major life activity, including learning**. To ensure the provision of reasonable and appropriate accommodations for our students, this office requires current and comprehensive documentation of the disorder from a professional who is legally qualified to make the diagnosis. All documentation is reviewed on a case-by-case basis. Documentation needs to include the following information:

A current **comprehensive psycho-educational evaluation** for the diagnosis of a learning disability needs to be provided as documentation. The evaluation must have been completed in the last three years. The report must provide clear and specific evidence of a learning disorder and include the following information:

A **diagnosis of a disorder** and **rationale of diagnosis** made by a **qualified professional** (i.e. licensed school psychologist, licensed psychologist, licensed clinical/counseling psychologist, educational psychologist, neuropsychologist) must be submitted on letterhead.

A **comprehensive assessment battery** and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis. All testing **needs to be current and developmentally appropriate**. All **tests scores, including subtest scores**, must be included for the following:

Complete **aptitude battery** (e.g. WAIS-III) is needed with all subtest and standard scores.

Comprehensive **academic achievement battery** (e.g. Woodcock-Johnson-III - Tests of Achievement) is needed with all subtests and standard scores. The battery should include current levels of academic functioning relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

Specific areas of **information processing** (e.g. short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be assessed.

Suggested accommodations and a rationale for these accommodations for the student in a university setting are helpful. It is important that these suggestions are based upon functional limitations.

If you are providing information from the public schools, include the most recent **Individualized Education Plan (IEP)**. An **IEP or a 504 Plan alone is insufficient documentation**, but it can be included as a part of a more comprehensive assessment battery.

In addition to the aforementioned information, **transfer students** should provide written verification from their previous institution stating date of service and accommodations used.

The information that you provide is maintained in The Learning Center according to the guidelines of the Family Educational Rights and Privacy Act (FERPA).