

OFFICE OF LEARNING SERVICES

DOCUMENTATION GUIDELINES: LEARNING, NEUROLOGICAL, ADHD, COGNITIVE, ETC.

Students with learning, neurological, ADHD, cognitive and other disabilities who are seeking support services from the Office of Learning Services at Millersville University are required to submit documentation to verify eligibility under the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. Protection under these civil rights statutes is determined on a case-by-case basis and is based upon documentation of the disability that currently substantially limits a major life activity, including learning.

The following guidelines are provided to ensure that documentation is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids.

1. The documentation should be made by a licensed or certified professional. Trained, certified, and/or licensed school psychologists, neuropsychologists, clinical psychologists, learning disabilities specialists, or other professionals with training and experience relevant to adults and their evaluation are typically involved in the process of assessment.
2. Diagnostic reports must include the names, titles, and professional credentials of the evaluators as well as the date(s) of testing. All reports must be typed. Handwritten scores or summary sheets are not acceptable. Diagnoses written on physician scripts are not acceptable without a written report.
3. The testing must be current. In most cases, testing has been conducted within the past three (3) years.
4. There must be 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. Verbal/performance discrepancies alone will not be accepted as the basis for a learning disability. Functional limitations as a result of a disability must be clearly outlined. A diagnosis alone without evidence of functional impairment is insufficient to request services.
5. Testing must be comprehensive. It should include, but not be limited to, the areas of:
 - a. Aptitude: the Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV), the Woodcock-Johnson Cognitive Normative Update (WJIII COG NU) or Woodcock-Johnson Cognitive (WJIV); the Cognitive Assessment System 2nd Edition (CAS2); the Stanford-Binet Intelligence Scale - Fifth Edition;

