

In determining eligibility for accommodations under Section 504 of the Rehabilitation Act of 1973 and the American's With Disabilities Act (ADA) the student must demonstrate that a **qualified professional** has established a formal diagnosis of a disability. A qualified professional must not be a relative or a family friend.

The diagnosis alone is not enough to establish eligibility for accommodations under the ADA. There must also be evidence of a **“substantial limitation”** in one or more major life activities, such as walking, seeing, hearing, speaking, caring for self, performing manual tasks, working or learning. These guidelines are provided to help the evaluating professional document his/her findings in a manner that meets requirements of the ADA and supports the request for accommodations.

The **professional** conducting the evaluation and making the diagnosis must be qualified to make the diagnosis and to recommend appropriate academic accommodations. Professionals typically qualified to make a diagnoses include;

Clinical Psychologists	Educational Specialists	Speech and Hearing Specialists
Neuro-Psychologists	Learning Disabilities Specialists	Visions Specialists
Psychiatrists	Licensed Professional Counselors	
Relevantly Trained MDs	Licensed Clinical Social Workers	

The documentation must include **the name, title, and professional credentials of the evaluator, licensure number and specialization**. All evaluations reports must be **typed on letterhead, signed, and dated by the diagnostician**.

A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodation has been provided, the evaluator must include an explanation about why no accommodations were used in the past, and why accommodations are needed at this time.

It is the student's responsibility to:

- Obtain current and appropriate documentation (the age of acceptable documentation is on Page 2)
- Present a copy of disability documentation from a qualified professional to the Disability Resource Office **upon acceptance of admission and decision to attend RU**.
- Obtain additional information or testing when requested

It is the Disability Resource Office's responsibility to:

- Review documentation in a timely manner
- Notify student of documentation status
- Provide services/accommodations for students with disabilities

Submit all documentation to:

Disability Resource Office
Radford University
PO Box 6902
Radford, VA 24142

540-831-6350 (VOICE/ TTY)
540-831-6525 (FAX)
E-Mail: dro@radford.edu
Website: www.radford.edu/~dro

If a requested accommodation is denied, a written grievance/appeal procedure is in place and may be obtained from the DRO.

For further details regarding documentation guidelines that are accepted as best practice by most postsecondary institutions refer to: www.ets.org/disability/html

Confidentiality: The Disability Resource Office (DRO) adheres to the laws governing confidentiality. Once registered, all documentation and information becomes confidential, and is maintained in a secure location. Documentation of a disability is never part of a student's academic record.

Radford University provides equal access to education without regard to disability.

RU Documentation Guidelines

The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The DRO reserves the right to determine eligibility and appropriate accommodations/services based on quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the DRO.

RU requires the psycho-educational evaluation (based on adult norms) to be completed within five years of the arrival date on campus.

1. Documentation must include **Early Medical and Developmental History**.
2. A comprehensive psycho-educational or neuropsychological evaluation that provides a diagnosis of a learning disability must be submitted. The report should indicate the current status and impact of the learning disability in an academic setting. If another diagnosis is applicable (e.g., ADHD, mood disorder), it should be stated.
3. **Psychological Assessment Data** Neuro-psychological and psycho-educational testing also suggests attention or processing deficits and is required to diagnose LD and its impact on the student.

- **Aptitude/Intellectual Assessment**

Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, administered during high school or beyond. **We recommend the WAIS.** The WJ-III Cognitive Battery and Kaufman Adolescent and Adult Intelligence Test are also acceptable. Subtest scaled scores/subtest scores should be listed.

The Slossom Intelligence Test-Revised, the Kaufman Brief Intelligence Test and the Wechsler Abbreviated Scale of Intelligence (WASI) are not comprehensive enough to be used in and of themselves but can be used in conjunction with those measures listed above.

- **Academic Achievement**

A comprehensive academic achievement battery should document achievement deficits relative to potential. **We recommend the WJ-III.** The WIAT is also acceptable. The battery should include current levels of academic functioning in relevant areas, such as reading, oral and written language, and mathematics. Standard scores and percentiles for administered subtests should be stated. Specific achievement tests can also be included, such as the Nelson-Denny Reading Test and Test of Written Language (TOWL), as well as informal measures (e.g., informal reading inventories and writing samples).

The Wide Range Achievement Test- III (WRAT-R) is NOT in and of itself a sufficient measurement of academic achievement but can be used in conjunction with those measures listed above.

- **Information Processing**

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

- **Social-Emotional Assessment**

To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.

Standardized test scores and percentiles should be provided for all normed measures. **Grade equivalents are not useful unless standard scores and percentiles are also included.** The data should logically reflect a substantial limitation to learning for which the student is requesting the accommodations. The particular profile of the student's strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations.

4. **Specific diagnoses based on DSM-IV criteria.** 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.
5. **Medications:** Identify the names and dosage of medication the student is currently taking and potential impact on learning, as well as a history of this students' medications.
6. **Recommendations:** The report should include specific recommendations for accommodations as well as rationale for why each accommodation is recommended. However, the final determination of appropriate accommodations lies with Radford University's Disability Resource Office.