Students who are seeking support services from the Disability Support Services Office at EWU on the basis of a learning disability are required to submit documentation to verify eligibility. Documentation of disability and related information will be kept in a separate file in the DSS office. The cost and responsibility for providing this documentation shall be borne by the student.

A learning disability has been described as a disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information and is commonly recognized as a significant deficit in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or problem solving. Diagnosing these disabilities requires the expertise of a psychologist, neuropsychologist, school psychologist, or learning disabilities specialist. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation must be provided.

Documentation should show impact of the disability at age 16 years or older and should include:

1. Tests administered to determine this diagnosis. Learning disabilities assessment must be specific, comprehensive, and include:
   a. **Aptitude:** The Wechsler Adult Intelligence Scale III (WAIS III) with subtest scores is preferred. The Woodcock-Johnson III Edition: Test of Cognitive Ability is acceptable. The Leiter International Performance Scale or the Comprehensive Test of Non-Verbal Intelligence (C-TONI) is accepted when cultural bias or hearing loss is a concern.
   b. **Achievement:** Current levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include the Woodcock-Johnson III Edition: Tests of Achievement; Stanford Test of Academic Skills (TASK); or specific achievement tests such as the Test of Written Language-2 (TOWL-2), Woodcock Johnson III Edition, or the Stanford Diagnostic Mathematics Test. **Please note: The Wide Range Achievement Test Revised is NOT a comprehensive measure of achievement and, therefore, is not suitable.**
   c. **Information Processing:** Specific areas of information processing (e.g., short and long term memory; sequential memory; auditory and visual
perception/processing; processing speed) must be assessed. Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability are acceptable.

**NOTE:** The above are not intended to be an exhaustive lists or to restrict assessment in other pertinent and helpful areas such as vocational interest and aptitudes.

d. **Raw Data and Interpretation**

e. **Specific Recommendations based on interpreted tests.** These recommendations can be based on or taken from a copy of school I.E.P. but must identify specific learning disability and reflect the individual's present level of functioning in intelligence, achievement, and processing.

f. **Test must be current.** In most cases this means that testing must have been performed when the student was an adult (16 years of age or older).

2. **Effect of the disability on the student's ability to access university programs, services, and activities.** Must provide sufficient data to support the particular academic adjustment requested.

Suggestions for reasonable accommodations with supporting evidence can be included. The final determination for providing appropriate and reasonable accommodations rests with the University. The Disability Support Services office reserves the right to obtain clarification regarding the documentation, if necessary.