



LEARNING DISABILITY DOCUMENTATION GUIDELINES

Students seeking academic and/or non-academic accommodations at Wingate University must self-declare a disability and provide supporting documentation as a first step in requesting reasonable accommodations. The documentation will be reviewed by the staff of Disability Support Services to establish eligibility for services. All documentation will be kept confidentially and in a secured location. In order to receive accommodations, the documentation must demonstrate that you have an impairment or condition that substantially limits functioning in one or more major life activities.

Accommodations and services are based upon assessment of the current impact on academic performance or access to the University's programs, facilities and services. IEPs, 504 plans and summary letters if provided as the only documentation are usually insufficient. Applicants are encouraged to provide comprehensive documentation to facilitate the process of determining eligibility for services in a timely manner.

Wingate University Office of Disability Support Services will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided for the student. **Students with disabilities are expected to satisfy the academic standards required by the college.**

REQUIRED DOCUMENTATION

1. The following professionals are considered qualified to assess and diagnose learning disabilities: appropriately licensed/certified clinical psychologists, school psychologists, and neuropsychologists. The professional must have expertise in evaluating the impact of the learning disability on the student's educational performance. All reports should be on letterhead, dated, signed, and include the name, title, and professional credentials of the evaluator.
2. A psychoeducational report should be current within five years. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting. A psychoeducational evaluation should include the following:
 - Comprehensive background information, including a developmental and educational history
 - A review of any past evaluations and services received
 - The diagnosis(es)
 - The impact the disability has on academic performance
 - Recommended accommodations pertinent to the evaluation/testing results
 - The following assessment measurements:
 - Aptitude - A complete adult aptitude assessment, including all subtest and standard scores, is required
 - The preferred adult aptitude test is the Wechsler Adult Intelligence Scale, WAIS-III or IV
 - Individual Achievement - Testing must include standard scores for all subjects assessed
 - The preferred individual achievement test is the Wechsler Individual Achievement Test, WIAT-II or III
 - Information Processing - Measures should assess areas such as short and long-term memory, sequential memory, auditory and visual perception, and processing speed

Please send documentation and/or direct questions to:

Disability Support Services Office Wingate University
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