

## WAKE FOREST UNIVERSITY GUIDELINES FOR DOCUMENTING A LEARNING DISABILITY

Students at Wake Forest University who are requesting any type of academic accommodations on the basis of a Learning Disability must submit appropriate documentation to the Learning Assistance Center & Disability Services. Decisions regarding eligibility for reasonable accommodations can be reached only after appropriate documentation of the diagnosis and data supporting specific academic needs are on file with the university. Guidelines for written documentation of a student's Learning Disability and requests for related academic accommodations are listed below. These guidelines are consistent with the guidelines established through the Educational Testing Service and can be found by following the [Resources for Test Takers with Disabilities and Health-related Needs](#) link found on the *ETS* website, <http://www.ets.org/> Each guideline represents an essential element of the documentation process and is necessary for support of any accommodation that is requested.

1. A complete report of the student's most recent comprehensive psychoeducational evaluation. The report must be current, meaning that the testing has been conducted **within the past three years**. The testing must be conducted by a licensed psychologist, neuropsychologist, physician, or equally qualified licensed professional who is trained to diagnose Learning Disabilities. In order to be considered comprehensive, the testing report must include all of the following:
  - a listing and description of results from all assessment procedures administered, including both formal and informal measures, and date(s) of test administration;
  - an individually-administered intelligence scale, preferably the Wechsler Adult Intelligence Scale (WAIS IV or latest edition);
  - an individually-administered, comprehensive test of academic achievement such as the Woodcock-Johnson Psycho-Educational Battery (W-J III);
  - subtest, scale, and total scores from all tests administered, as well as an interpretation of the results;
  - a specific diagnosis and a clear statement of how the Learning Disability influences the student's work (Note: Terms such as "learning problem", "learning difference", or "attention difficulty" are not sufficient to document a Learning Disability);
  - a description of specific accommodations that are recommended and an explanation of why each accommodation is deemed important;
  - the name, signature, title, and license/certification of the professional conducting the evaluation and preparing the testing report.

2. Other appropriate information documenting the history of the student's Learning Disability.

Students with Learning Disabilities who anticipate special academic needs should contact the Learning Assistance Center & Disability Services as soon as possible. Because of the amount of time required to respond to requests for accommodations based on Learning Disabilities, it is strongly recommended that, when possible, students submit documentation of their disabilities at least two months before matriculating at WFU. When the information described above is not received before matriculation, students should understand that it takes some time to process requests for accommodations based on Learning Disabilities and to determine appropriate and reasonable methods of accommodating specified needs.

In the case of Learning Disabilities, each student's request for academic accommodations is considered on an individual basis. The university reserves the right to determine what are considered reasonable accommodations for Learning Disabilities, depending on the documented nature of each disorder.

Questions and requests for additional information should be directed to:

Van D. Westervelt, Ph.D., Clinical Psychologist  
Director, Learning Assistance Center & Disability Services  
Box 7283  
Winston-Salem, NC 27109  
Phone: 336-758-5929  
[westervd@wfu.edu](mailto:westervd@wfu.edu)