



## **LEARNING DISABILITY GUIDELINES**

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A learning disability (LD) may make it difficult for a person to receive information from his/her senses, process the information and communicate what the student knows. A LD frequently causes difficulty in reading, writing, and/or mathematics. The services offered by DS are designed to aid and encourage college students with LDs to achieve success on a college/university campus.

### **DOCUMENTATION GUIDELINES:**

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing as outlined in #5 and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation:

1. Diagnosis (as diagnosed by the DSM-IV-TR)
2. Level of severity: Mild, Moderate, Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following should be included in the documentation Diagnostic Interview (including history)

#### **Aptitude – Suggested tests include:**

- Wechsler Adult Intelligence Scale-IV
- Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence
- Stanford-Binet Intelligence Scale (4<sup>th</sup> ed.)

#### **Achievement –Suggested tests include:**

- Scholastic Abilities Test for Adults
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
- Wechsler Individual Achievement Test
- Information Processing (if applicable)
- Wide Range Achievement Test (WRAT)

**The documentation should also contain the following information:**

Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate the difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).

1. Describe the symptoms which meet the criteria for the DSM-IV-TR diagnosis with the approximate date of onset
2. Describe the student's functional limitations in an educational setting
3. Please indicate **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at SHC.

**ACCOMMODATIONS ARE DECIDED ON A CASE-BY-CASE BASIS AND MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:**

- Individualized Registration Counseling
- Tape recorded lectures
- Note taking
- Extended time on all in-class assignments and examinations
- Examinations in a distraction-reduced environment
- Consideration for spelling or spell-checker
- Reader
- Scribe

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EEO/Title IX Officer: Mr. Kevin Abel, 4000 Dauphin Street, (251) 380-3026, [kabel@shc.edu](mailto:kabel@shc.edu); Deputy Coordinators – Dr. Christine Collins, 4000 Dauphin Street, (251) 380-2267, [ccollins@shc.edu](mailto:ccollins@shc.edu); Ms. Emily Marcouiller, 4000 Dauphin Street, (251) 380-4472, [emarcouiller@shc.edu](mailto:emarcouiller@shc.edu).  
ADA Coordinator: Dr. Steven Almquist, 4000 Dauphin Street, (251) 380-4191, [salmquist@shc.edu](mailto:salmquist@shc.edu).