Students requesting support services from the Academic Success Center at the University of Dubuque are required to submit documentation of their disability to verify eligibility under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Amendments Act of 2008, and the disability policy of the university. ADA defines a disability as a substantial limitation of a major life function. The diagnostic report must document a disability.

The student must initiate a request for services and/or reasonable accommodations once he/she is admitted to the University of Dubuque. The student must schedule an intake appointment with the Disability Services Coordinator in the Academic Success Center so that support services and reasonable accommodations may be discussed. Reasonable accommodations cannot be implemented until the student’s documentation is complete.

The accommodations provided by the University of Dubuque are based on the recommendations of trained professionals. Without a complete report from a licensed diagnostician, the University of Dubuque may not fully understand how best to accommodate the student’s needs and it is possible that accommodations may not be provided until the student documentation process is complete.

A school plan such as an Individualized Education Plan (IEP) or a 504 Plan may not be sufficient documentation.

In addition, diagnostic assessments must be completed by an independent professional (not a family member) within the past three years in order to reflect current functioning.

THE DIAGNOSTIC BATTERY

*Diagnostic assessments must include a measure of aptitude and measures of achievement in reading, math, and written language.*

**Aptitude**
- Wechsler Adult Intelligence Scale-III (WAIS-III). Must include Full Scale IQ, Verbal IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psycho-educational Battery-III (WJ-III): Tests of Cognitive Ability Must include either tests 1-7 or 1-14 or Woodcock Johnson III: Tests of Cognitive Ability (Tests 1-10 or 1-20.)
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test
Achievement

Reading
- WJ-III, Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Woodcock Reading Mastery Tests Revised

Mathematics
- WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)
- Stanford Diagnostic Mathematics Test

Written Language
- WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)

The above list is not intended to be exhaustive or to limit assessment in other areas that may be pertinent to identifying the individual’s strengths and weaknesses.

THE DIAGNOSTIC REPORT

Diagnosis
The report must include a clear statement of the learning disability and the rationale for this diagnosis as supported by the current diagnostic battery. Individual “learning styles,” “learning deficits,” “learning differences,” and “learning disorders” do not, in and of themselves, constitute a disability.

Test Scores
All test scores must be included in the report, specifically standard scores and percentiles. The data should reflect a substantial limitation to learning (below average.)
Critical Information
Report should indicate:

- Evidence of substantial limitation to a major life activity and degree of impact;
- Patterns in the individual’s cognitive abilities, achievement, and information processing that reflect the presence of a learning disability;
- The evaluator ruled out alternative explanations for the academic problems.

Accommodations

- Although the Disability Services Coordinator is ultimately responsible for the determination of reasonable accommodations, the report should indicate recommended accommodations that are deemed reasonable and appropriate at the post-secondary level. Specific test results must support each recommended reasonable accommodation. Prior history of a reasonable accommodation does not, in and of itself, warrant continued provision of the reasonable accommodation(s).

- If extended time for examinations is recommended, results from a timed achievement measure must support the need for that accommodation and be included in the evaluation.

DIAGNOSTICIAN
Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, neuropsychologists, learning disabilities specialists, and educational therapists are considered qualified to evaluate specific learning disabilities. Diagnostic reports should include the names, titles, professional credentials, addresses, phone numbers of the evaluators as well as the dates of testing.

All documentation is confidential and should be submitted to:
University of Dubuque
Academic Success Center
Megan Ruiz
2000 University Avenue
Dubuque, IA 52001
563-589-3757 * Fax 563-589-3722
Mkruiz@dbq.edu