



**Documentation Guidelines  
for students with  
Learning Disabilities**

**Student Success Center  
Accessibility Services  
301-696-3421  
Hood College  
401 Rosemont Ave. Frederick, MD 21701  
301-696-3569**

Students who are trying to find accommodations from Hood College on the basis of diagnosed particular learning disability are required to submit documentation to verify admissibility. The following guidelines are provided to assure that evaluation reports are appropriate for admissibility.

**1. Testing must be comprehensive.** It is not acceptable to administer only one test for the objective of diagnosis. It must include at least the following instruments.

**A. Evaluation of student Aptitude:**

- WAIS-IV with subtest scores is the preferred instrument
- The Woodcock-Johnson Psycho-Educational Battery-Revised: Test of Cognitive Ability
- The Stanford-Binet Intelligence Scale: Fourth Edition

**B. Evaluation of student Achievement:** Acceptable instruments include:

- The Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement
- TASK
- Scholastic Ability Test for Adults
- Specific achievement tests such as the: TOWL-2, Woodcock Reading Mastery Tests-Revised, or The Stanford Diagnostic Mathematics Test.

*\*The Wide Range Achievement Test-Revised is NOT a comprehensive measure of achievement, and therefore is not acceptable.*

**C. Evaluation of student's Information Processing:** The following areas of information processing should be evaluated:

- short and long term memory
- sequential memory
- auditory and visual perception/processing
- processing speed

*\*Use of subtests such as WAIS-IV or the Woodcock-Johnson Tests of Cognitive Ability is acceptable.*

**2. Testing must be current.** This means within the past 3-4 years. Since this documentation is the base for deciding reasonable accommodations, it is in the student's best interest to provide documentation that shows the student's current level of functioning and capability to perform in an academically competitive college environment.

**3. There must be clear evidence and identification of learning disability.** Individual "learning style and differences" in and of themselves do not represent a learning disability. Test scores must provide the diagnosis of a specific learning disability.

**4. Test scores/data should be included.** The Accessibility Services' staff are skilled at interpreting documentation and collect important information from the test scores. This information is helpful for assistance with choice of major, types of courses to take together (or not), course load and decisions about what support services the student needs.

**5. Qualified evaluator:** Skilled, qualified, and licensed psychologists, learning disabilities experts, and educational therapists must be the professionals who evaluate diagnoses of specific learning disabilities. Experience working with an adult population is indispensable.

- Diagnostic reports must include the names and titles of the evaluators as well as the date(s) of testing.

**A student that had a Section 504 plan, and Individual Education Plan (IEP) or a private school academic accommodation plan in K-12 schooling should submit those documents in full (not partial pages), but those alone will not qualify a student for accommodations.**

### **Current/Enrolled Hood Students:**

#### **Getting started with the Office of Accessibility Services**

If you need disability accommodations while at Hood College, you will be working with the staff at the Office of Accessibility Services. Our office works cooperatively with other College departments to provide accommodations for students' academic and residential settings.

**Step 1:**

In addition to this document, make sure to review the [Accessibility Services website](#) to answer any questions, find forms, review documentation guidelines and policies.

**Step 2:**

Review specific process for Academic and/or Housing Accommodations (SEE [drop-downs on webpage](#))

**Step 3:**

Current & newly enrolled students: **Register with Accessibility Services Office.** [Accessibility Services Registration Form](#) (academic, housing & temporary)

**\*Prospective students & families should not submit documentation, and need to complete the [Accessibility Services Inquiry Form: Prospective Students & Families](#)**

**Important Note:**

- Current/Enrolled students provide **documentation only after a student has registered** or documents can be **uploaded to their [Accessibility Services Registration Form](#)**. Please do not email documentation directly to Accessibility Services, unless requested to do so.
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- Prospective students should not submit documentation until deposited and enrolled/ready to enroll in courses.