Dear UCSD Extension Student:

Please complete the top portion of the Verification of Disability form (see below) and take it to your medical provider to complete the remainder of the form. The verification form can be submitted by either yourself or your medical provider. Directions for submitting the completed form to UC San Diego Extension are listed below.

Thank you.

Dear Healthcare Provider:

UC San Diego Extension Student Services has received an accommodation request from a currently enrolled student. In order to determine eligibility and to provide services, we require documentation of the student's learning disability.

Federal and State law and University of California policies require UC San Diego Extension to provide reasonable accommodation in its academically related programs to students with disabilities, including students with learning disabilities. The University employs the definition of learning disabilities developed by the National Joint Committee on Learning Disabilities:

“Learning Disabilities” refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other [disabling] conditions (for example, sensory impairment . . . serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of these conditions or influences.

UC San Diego Extension students with learning disabilities typically have average-to-superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodation, the disorder must limit a major life activity.

I. Documentation of Learning Disabilities

It is the responsibility of each student who requests services from UC San Diego Extension to provide a comprehensive written evaluation of his/her learning disability to verify the student's eligibility under Federal, State and/or University requirements and to document his/her need for reasonable accommodations and support services, this evaluation must demonstrate fulfillment of the following requirements:

A. Testing Must Be Comprehensive

It is not acceptable to administer only one test in making a diagnosis. The domains to be addressed must include, but are not limited to, the following:

1. Aptitude

The Wechsler Adult Intelligence Scale (WAIS-III or WAIS-R) with scaled scores and percentiles and/or the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-III or WJ-R): Part I, Tests of Cognitive Ability (with standard scores and percentiles) are the preferred instruments.

2. Achievement

The student's current levels of functioning in reading, mathematics, and written language must be assessed under timed and untimed conditions as appropriate to corroborate underachievement in specific academic areas.

Acceptable instruments include:

(a) the Woodcock-Johnson Psycho-Educational Battery: Learning Disabilities Documentation Part II, Tests Of Achievement (WJ-III or WJ–R), Part II or,

(b) specific achievement tests like the Nelson-Denny Reading Test, Woodcock Reading Mastery Tests-Revised. (The Wide Range Achievement Test)
(WRAT-3 or WRAT-R) is not a comprehensive measure of achievement and, therefore, is not suitable by itself.

Additional formal and informal tests as well as observations may be integrated with the above assessments to assist in determining the presence of a learning disability and differentiating from co-existing disorders.

3. Information Processing

Specific areas of information processing (for example, short- and long-term memory, reasoning, sequential memory, auditory and visual processing, and processing speed) must be assessed. Use of subtests from the WAIS-III, WAIS-R and/or the cognitive portion of the Woodcock-Johnson Psycho-Educational Battery- (WAIS III or WJ-R) is acceptable. Additional testing such as the Wechsler Memory Scale (WMS-3 or WMS-R) or the Learning Efficiency Test-II, designed to assist in corroborating the existence of processing disorders as identified by the WAIS-III or WAIS-R or the WJ-III or WJ-R, Part I is recommended.

B. Test Instruments

The test instruments used to determine eligibility must be statistically valid and reliable, and standardized with age-appropriate norms.

C. Test Score Data

Test score data must be included in the diagnostic reports to document the basis of the diagnosis. Test data must be reported in standard scores and percentiles based on national norms. Additionally, diagnosing professionals are encouraged to report standard scores based on both age and grade norms when available (as they are for the WJ-III).

D. Testing Must Be Current

It is in the student's best interest to provide recent and age-appropriate documentation as this will enable staff to determine the functional limitations requiring reasonable accommodations and support services in the academic setting. The testing should have been conducted during adulthood (18 years or older) or within three years of the student's initial request for disability-related services at the University. Written reports must include the date of testing.

The appropriateness of the most current documentation will be determined by the UC San Diego Extension Student Services Disability Coordinate or program director, or other qualified staff member designated by UC San Diego Extension Student Services Director. Additional testing may be required to determine the most appropriate accommodation(s).

E. Diagnosing Professionals

The professional(s) conducting the assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Qualified professionals include licensed educational psychologists, clinical psychologists, learning disabilities specialists, and speech and language pathologists. These professionals must have expertise in learning disabilities, training in administering the tests used, and be experienced in working with adults. The diagnosing professional's name, title, signature and license number (if applicable) must be included on letterhead stationery.

F. Intake History and Presenting Concerns

A written summary of the student's educational, medical, and family histories and presenting concerns that may relate to learning disabilities must be included in the diagnostic report. This summary should demonstrate that the student's difficulties in acquiring and using various academic skills are not the result of other factors such as sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction, but, indeed, point to a lifelong history of learning difficulties.

G. Written Report

The reports must describe the testing procedures, the instruments used to assess the individual, and interpretation of the test results related to the behavioral observations and intake history. The diagnosing professional is encouraged to use direct language in the written report, including whether a learning disability is confirmed or ruled out.

Finally, there must be clear and specific evidence and identification of the student's learning disability. Individual learning or processing differences do not, by themselves, constitute a learning disability. The determination of a learning disability is based on: (a) an educational history, (b) behavioral observations, and (c) clearly specified and significant intra-cognitive and cognitive-achievement discrepancies.
To establish eligibility for accommodations under state and federal law, the documentation must show current (See Section D) functional limitations imposed by the learning disability in the academic setting, and evidence that the learning disability limits a major life activity.
Verification of Learning Disability

Student Name: ___________________________________________ Extension Student ID#: _U-_________________

I am requesting academic support services through UC San Diego Extension Student Services. They require current and comprehensive documentation of my disability/medical condition prior to receiving services through Extension. Please respond to the following questions as soon as possible and return to me or send by mail or fax. I authorize UC San Diego Extension Student Services to contact you if clarification is needed.

Student Signature: _______________________________ Date: __________

Treating Physician/Provider Name (Please print): ____________________________________________________________

Phone: (____)_________________ FAX: (____) ________________

Address: ________________________________________________________________________________________

To Be Completed By Student

1. Diagnosis(es): ____________________________________________________________

2. Diagnosis Date: ________/___________/___________

3. Date Student last seen: ________/___________/___________

4. Assessment procedures/diagnostic methodology used to diagnose the impairment/disorder. Please provide the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended.

5. Functional limitations related to the condition(s) and recommended accommodations appropriate for a University setting. Please provide information regarding the severity, frequency and pervasiveness of the condition(s).

6. Attach current report of learning disability as described in the accompanying verification on physician’s letterhead.

Thank you for your cooperation. You may FAX your report to UC San Diego Extension Disability Coordinator at (858) 534-8527 or mail it to:

UC San Diego Extension
Attn: Disabled Student Services Coordinator
9500 Gilman Drive, M/C 0176-H
La Jolla, CA 92093-0176
FAX: (858) 534-8527

This information is current and accurate to the best of my knowledge based on my recent evaluation of this patient and/or my review of records.

Physician Signature: _______________________________ License #: ___________________ Date: ________________