Disability Services provides academic accommodations and support services to provide equal access to educational opportunities to Xavier students with documented disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (amended 2008).

Students with learning disabilities requesting accommodations must provide current and comprehensive documentation from a licensed clinical professional who has relevant experience in differential diagnosis (i.e., licensed clinical psychologist, neuropsychologist, or licensed clinical counselor). This type of documentation not only validates the presence of a disability, but is useful in providing information to support educational planning and anticipate future accommodation needs. The provided documentation must be on official letterhead and signed and dated by the certifying professional. A description of preferred documentation is listed below.

- A comprehensive psycho-educational test battery, which means intelligence/ability testing and educational/achievement testing are recommended. A full diagnostic report, including all standard test scores as well as subtest scores and the evaluator's narrative, is recommended. If you are providing information from a public school, include the most recent Comprehensive Evaluation (i.e. Multi-factored Evaluation) and Individual Educational Program (IEP) and the original eligibility evaluation as well as any other MFE's that include the results of a psycho-educational test battery. These documents alone may or may not provide adequate information to document the learning disability.
- A diagnosis made by (a) qualified professional(s) i.e., licensed school psychologist, licensed psychologist, learning disabilities/educational specialist is suggested. The learning disability diagnosis must be clearly stated. References to academic weaknesses and learning differences alone may not substantiate a learning disability diagnosis.
- Assessments normed for adults are preferred. What this means is that your assessments should not be assessments for children, but rather tests that are designed for adults, i.e. WAIS-III rather than WISC-III.
- A diagnosis of a learning disability and type(s) of learning disability (ies), which should be supported by test data and a description of current functional limitations are important. Psycho-educational testing completed within the last three years provides a better assessment of current functional limitations.
- Suggestions for appropriate accommodations are helpful. It is important that these suggestions are based upon functional limitations. If it is not evident why an accommodation is suggested by assessing test scores and resulting functional limitations, then a rationale for the accommodations is necessary.
- Along with the above information, transfer students are encouraged to provide written verification from the previously attended school, which includes the dates served and the accommodations used.

For questions, contact the Learning Assistance Center at 513-745-3280.

Documentation should be submitted to:
Cassandra Jones, Assistant Director of Disability Services
Xavier University
Learning Assistance Center, CLC Suite 514
3800 Victory Parkway
Cincinnati, Ohio 45207-1131
Fax: 513-745-3387