

Disability Services requires each student requesting services to provide current and comprehensive documentation of disability before eligibility for services can be determined.

Disability documentation for the purpose of providing accommodations must both establish the disability and provide adequate information on the functional impact of the disability so that effective accommodations can be identified.

Students with **learning disabilities** must submit a full psychoeducational report from an individual licensed or certified to evaluate specific learning disabilities in adolescents and adults. All reports should be on letterhead, typed, dated, signed and otherwise legible. The evaluation report should include the following:

1. A complete intellectual assessment with all subtests and standard scores reported.
2. A comprehensive academic achievement battery with all subtests and standard scores reported. The battery should include current levels of academic functioning in reading (decoding and comprehension), mathematics, and oral and written language.
3. Specific areas of information processing (e.g., short and long-term memory, auditory and visual perception, and processing speed) should be assessed.
4. A clear diagnosis of a specific learning disability. Terms such as “learning difference,” “reading problem,” “memory problem,” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability.
5. Specific recommendations for academic accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should describe the impact of the diagnosed learning disability on a major life activity such as learning.

This information may be sent directly to:

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