



Documentation Guidelines

All documentation should adhere to the following guidelines:

- **IEPs and/or 504 Plans are not sufficient documentation to establish eligibility, but may be included.**
- The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist), as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. All documentation/letters must be on official letterhead, typed, with signature and date.
- Documentation must be in narrative format. A diagnosis alone is not sufficient information to establish eligibility or provide accommodations.
- A description of the current substantial functional impact of the disability on a major life activity.
- Treatments, medications, and/or assistive devices/services currently prescribed or in use. Significant side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.
- The certified professional should recommend accommodations, including adaptive devices, assistive services, compensatory strategies, and/or collateral support services. Those recommendations that are congruent with the programs and services offered by TSC will be given deference. When recommendations go beyond services and benefits that can be provided by the college they may be used to suggest potential referrals to local area services providers outside of the college.

Criteria for Learning Disabilities

- Psychological or neuropsychological evaluation. Documentation of a Learning Disability should be no more than three years old if testing instruments normed for children were used in the evaluation. Evaluations using adult-normed testing instruments are considered current for five years.
- Criterion scores must be used to establish the area(s) of disability. Statements such as "learning differences," "relative weaknesses," "appears to have a learning style similar to a person with a learning disability" or "additional testing should be conducted to rule out a learning disability" and academic problems in and of themselves do not substantiate a learning disability.
- A qualified, licensed professional must conduct the evaluation. Qualified professionals generally include a clinical or educational psychologist, neuro-psychologist, and learning disabilities specialist. All reports must be typed, legible, signed by the qualified professional, and submitted on official letterhead.
- Tests used to determine eligibility must be technically sound and normed on the appropriate population. Actual test results must be included in the evaluation with all subtest and standard scores and percentiles listed as appropriate.
- Comprehensive testing that measures both Aptitude and Achievement is required. Appropriate aptitude test instruments may include an intelligence test and an academic achievement test.
- Any recommended accommodations by the evaluator(s) should include a detailed explanation as to why each accommodation is needed and must be backed-up by testing data.



Criteria for Developmental Disabilities (including Autism-Spectrum Disorders)

- A statement of DSM diagnosis and date of onset.
- A narrative summary of the current level of functioning, specifying present symptoms resulting in substantial functional limitations of one or more life functions.
- Medical information to be considered in a college environment, including medication needs and side effects, and personal care concerns.
- Suggestions of reasonable accommodations supported by the diagnosis, including assistive devices, techniques, or supports that are essential to the success of the student.

Criteria for Attention Deficit Disorders

- A clear statement of the DSM or ICD diagnosis, including pertinent history. A Neuropsychological Evaluation is preferred.
- Documentation should typically be less than three years old. Updated documentation may periodically be requested to determine current functioning.
- A narrative summary of the assessment procedures used to come to the diagnosis. Assessment results should be included.
- A narrative summary of the current level of functioning, specifying present symptoms and fluctuating conditions/symptoms resulting in functional limitations.
- Medical information to be considered in a college environment, including medication needs and side effects.
- Suggestions of reasonable accommodations supported by the diagnosis.

Criteria for Psychiatric Disabilities

- A clear statement of the DSM or ICD diagnosis, including pertinent history.
- Documentation should typically be less than one-year-old. Updated documentation may periodically be requested to determine current functioning.
- A narrative summary of the assessment procedures used to come to the diagnosis.
- A narrative summary of the current level of functioning, specifying present symptoms and fluctuating conditions/symptoms resulting in functional limitations.
- Medical information to be considered in a college environment, including medication needs and side effects.
- Suggestions of reasonable accommodations supported by the diagnosis.

Criteria for Deaf/Hard of Hearing

- An assessment (Audiogram) confirming the diagnosis of hearing impairment and the severity of hearing loss.
- Documentation should be less than three years old. In cases where the hearing loss is static (unchanging), an older audiogram may be presented with a note from a physician confirming that there have been no changes in functioning since the last assessment. If the hearing loss is progressive, updated documentation may periodically be requested.

Criteria for Blind/Visually Impaired

- A diagnosis of visual impairment including acuity, prognosis, and prescription of correction and/or low vision aids.



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- Documentation should be less than three years old. In cases where the visual impairment is static (unchanging), an older assessment may be presented with a note from a physician confirming that there have been no changes in functioning since the last assessment. If the loss of vision is progressive, updated documentation may periodically be requested.
- A summary of the current level of functioning, specifying areas of functional limitation.
- A summary of the assessment procedures used to come to the diagnosis.
- Suggestions by the physician of reasonable accommodations supported by the diagnosis are recommended.
- Blind/Visually Impaired students will be provided 2 weeks of mobility and training assistance in the beginning of each semester. Student thereafter are responsible for their own mobility to and from class.

Criteria for Other Medical Conditions

- In general, a diagnosis of a medical condition, including prognosis is required. If no specific diagnosis has been made, documentation must demonstrate that present medical symptoms substantially limit one or more major life activities.
- Documentation should be less than three years old. In cases where the impairment is static (unchanging), an older assessment may be presented with a note from a physician confirming that there have been no changes in functioning since the last assessment. If functioning is expected to change during the student's enrollment, updated documentation may periodically be requested.
- A summary of the current level of functioning, specifying areas of functional limitation.
- A summary of the assessment procedures used to come to the diagnosis.
- Suggestions by the physician of reasonable accommodations supported by the diagnosis are recommended.
- Other medical information to be considered in a college environment, including medication needs and side effects, and personal care concerns