



Checklist for Students with Disabilities

- It is highly recommended that students complete the admissions process to TSC prior to scheduling an intake appointment with a Disability Service Counselor.
- All portions of the Texas Success Initiative (TSI) are untimed. If you have other needs that require academic accommodations for a placement test at TSC, please visit TSC's [Disabilities Services Website](#) and follow the instructions for requesting accommodations *PRIOR* to taking your placement test. It may take up to three weeks (or longer during peak registration times) to respond to some accommodation requests.

Students interested in applying for accommodations should follow the three steps listed below:

STEP 1: Review the Intake Packet-complete, sign, and date each Form.

Forms in Intake Packet:

- Students with Disabilities Information Form
- Consent for Release of Information
- Notice of Destruction of Outdated Disability-Related Records Policy
- Information Pamphlet
- Difference between High School and College

STEP 2: Obtain appropriate and relevant documentation of disability.

- Review the Disability Documentation Guidelines (pages 2-3) included with this Checklist.
- Please note that an IEP and/or 504 Plan are **not** sufficient documentation to establish eligibility, but may be included.
- Documentation that is not current but otherwise meets college guidelines **may** be eligible for one semester of **temporary** accommodations as student seeks reevaluation.

STEP 3: Schedule an intake appointment with a disability counselor.

- Contact the TSC Disability Office for more information about scheduling an intake appointment. **Note:** Appointments are limited to Monday's and Tuesday's.
- Submit all completed checklist forms and copies of the disability documentation, prior to your appointment.

DISABILITY 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.
- Suggestions by the physician of reasonable accommodations supported by the diagnosis are recommended. For more information please view the following: <http://tsc.edu/index.php/current-students/student-life/disability-services.html>

Criteria for Blind/Visually Impaired

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

(Blind/Partial Sight)

EDUCATIONAL HISTORY

Please describe any support services or devices you have used in previous academic settings: _____

Have you experienced difficulty in any of the following academic areas? (Check all that apply.)

- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Study skills | <input type="checkbox"/> Completing assignments on time |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Reading rate | <input type="checkbox"/> Organization |
| <input type="checkbox"/> Math | <input type="checkbox"/> Comprehending concepts | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Taking tests | <input type="checkbox"/> Retaining information | <input type="checkbox"/> Other (specify) _____ |

How did you learn about our services?

Rehabilitation Agency	High School	Self
Another Student	Literature	Website
College Instructor	Parent	Other _____

Information contained within the file will be kept confidential and will not be shared with anyone outside TSC without your expressed authorization. The college requires that this form and appropriate documentation of disability be submitted four weeks prior to receiving approved accommodations. Once documentation is received and approved, student is to schedule an appointment with a Disability Services Counselor on campus to discuss accommodations, procedures, and policies. I acknowledge that I have received all information in the intake packet which was provided to me by Disability Service Staff.

Important: TSC does not provide or arrange for personal attendant care. Note: All services are elective and must be requested by the student each semester as needed.

STUDENT SIGNATURE: _____

DATE: _____



Disability Support Services: Consent for Release of Information

Name: _____
Last First Middle

TSC Student #: _____ Date of Birth: _____
MM/DD/YY

Maiden name or other used: _____
Last First Middle

I, the undersigned, consent to and request all appropriate persons and/or agencies or institutions to release information regarding myself to Texas Southmost College for use in educational/vocational planning. All information will be kept confidential and maintained as part of my records with the Disability Support Services Office. I authorize the release of information to include one or more of the following medical records (please check all that apply):

- ☐ Medical Reports
- ☐ Learning Disability Assessment Reports
- ☐ Psychiatric Evaluation Results
- ☐ Vocational Rehabilitation Plan
- ☐ Audiology and Speech/Language Pathology Reports
- ☐ Other _____

I further give permission for the Disability Support Services Counselor(s) to discuss my educational situation with other professionals who have a legitimate educational need to know. This authorization shall remain in effect until revoked in writing by the student or by _____, whichever comes first (not to exceed two years from the date signed).

Signature of Student

Date

Signature of Parent/Guardian
(Required for Student under 18 years of age)

Date

A PHOTOCOPY IS AS VALID AS THE ORIGINAL



Notice of Destruction of Outdated Disability-Related Records Policy

Texas Southmost College (TSC) has adopted a policy that permits destruction of outdated disability-related records, including medical documentation provided by students to the college pursuant to a student's request for accommodation of a disability. When TSC determines that it has been three or more years since a student either attended **TSC** or received accommodations as a student with a disability from TSC, the college may destroy any disability-related documentation that it has in its possession without providing further notice to students whose records are subject to destruction. TSC will not be responsible for the replacement cost of any medical or disability-related documentation destroyed pursuant to this policy, or for any new documentation that may be required in order for a student to re-apply for accommodations. For this reason, students are encouraged to retain copies of their own medical records and disability-related records, and not to depend on the college maintaining such records.

Students who would like to have their disability-related records and medical documentation returned to them may contact the disability services counselor where their records are maintained and make arrangements to pick up their records prior to destruction of such records.

Due to the expense involved, TSC is unable to mail records. If a student designates a third-party to pick up records, a letter signed by the student of record giving TSC permission to release the records must be received by the custodian of the records before records will be released to a third-party.

TSC emphasizes that the only documents that are subject to destruction under this policy are disability-related records maintained by the disability services counselors. Other records associated with a student's academic, student discipline, and financial history at Texas Southmost College are not affected by this policy. Notice of this policy will be provided to students via electronic mail and by posting in TSC publications. Students who have any questions about this policy or their disability-related records should contact a disability services office.

Student's Printed Name

Student ID Number

Student's Signature

Date