
Documentation Requirements

Learning Disabilities

The report should come from an appropriate licensed professional, such as a clinical or educational psychologist, psychiatrist, or medical doctor with expertise in evaluating the impact of LD in a postsecondary educational environment. A diagnosis of LD by someone whose training is not in these fields may not be acceptable. Please see the General Documentation Requirements for other important information about the source of the documentation as well as the report itself.

Documentation must be current, preferably no more than three years old. Changes may have occurred in the student's performance since a previous diagnosis, or new medication may have been prescribed or discontinued since the original diagnosis was made. Documentation must substantiate the need for services based on the student's current functioning. Documentation is considered on a case-by-case basis.

In order to determine eligibility for services, South Texas College requires specific information about the student's impairment and how this impairment constitutes a substantial limitation to a major life activity.

At a *minimum*, the documentation must include the following elements:

- 1) A clinical interview, which should address relevant academic, medical, developmental, and social history. Family history of medical, psychological, or educational difficulties may also be relevant. A description of presenting symptoms should be included. History of the use of accommodations in educational settings should be addressed.
- 2) An assessment of intelligence/aptitude must be included. Comprehensive tests such as the Wechsler Adult Intelligence Scale - III or the Woodcock Johnson Psycho-educational Battery – III: Test of Cognitive Ability - III are appropriate. Please include all subtest scores, including standard scores and percentiles. Screening devices that do not provide a thorough assessment are NOT acceptable.
- 3) An assessment of academic achievement is essential. This should include norm-referenced tests with standard and subtest scores reported. This may include an assessment of reading comprehension, math, and written language. Formal inventories or classroom/testing observations may also be helpful. Please note that screening devices that do not include comprehensive measures of the areas listed above, or tests with inappropriate age norms (children only), are NOT acceptable. Appropriate instruments would include tests such as the Woodcock Johnson Psycho-educational Battery – III: Tests of Achievement, Wechsler Individual Achievement Tests, Stanford Diagnostic Reading and Math Tests, etc. A summary of the achievement testing should also be included, with discrepancies or significant areas of strength or weakness addressed.
- 4) A clear diagnosis of one or more learning disabilities using DSM-IV-TR, DSM-V, ICD-10 criteria. The possibility of other medical or psychological disorders that can mimic LD symptoms must be addressed. Co-existing diagnoses should be thoroughly reviewed, as should any substance abuse issues. Individuals whose difficulties stem from a lack of basic skills/education, test anxiety, poor study habits, or organization, etc, but whose symptoms/scores do not meet the clinical levels of severity, are not eligible for accommodations for LD.

STATEMENT OF EQUAL OPPORTUNITY

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College. Individuals with disabilities requiring assistance or access to receive these services should contact Student Disability Services at (956) 872-2173. Updated 6/2020.

- 5) Recommendations for specific accommodations to equalize this student's educational opportunities at the postsecondary level. The report should include the rationale and duration for which these accommodations are being recommended.
- 6) Any other information relevant to this student's needs

Please complete an application and upload documentation in the CSDS Student Portal (<https://stc.medicatconnect.com/>).

This document will be made available in alternative formats upon request. Please contact the CSDS at 956-872-2173 for assistance.

STATEMENT OF EQUAL OPPORTUNITY

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This policy extends to individuals seeking employment with and admission to the College. Individuals with disabilities requiring assistance or access to receive these services should contact Student Disability Services at (956) 872-2173. Updated 6/2020.